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The CATHOLIC SCHOOL JOURNAL

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No. 2

St. John Baptist De La Salle in the Histories of Education

Edward A. Fitzpatrick, Ph. D.

MY INTEREST was aroused and I felt a personal challenge in the apparently low state of the history of education as described in the most recent discussion of St. John Baptist de la Salle as Educator. This was especially so as I read Henry Barnard's statement regarding La Salle made almost a century ago:

Any description of popular education in Europe would be incomplete, which should not give prominence to the Institute of the Christian Brothers—or the Brothers of the Christian Doctrine—including in that term the earliest professional school for the training of teachers in Europe; one of the most remarkable body of teachers devoted exclusively and without pay to the education of the children of the poor that the world has ever seen—and the introduction of improved methods in the organization, instruction, and government of elementary schools (Barnard, "National Education in Europe," p. 435).

The statement above is found in Battersby's *De La Salle*—a doctor's dissertation in the University of London. However, the statement is not by Battersby but by his major professor, A. C. F. Beales of the University of London. It reads:

It is curious that, while the hero of this book is known to most educated people as one of the "landmarks" in French education, what is generally known of him is slight, dogmatic, incomplete, and therefore false. He is revered in the standard textbooks on the history of education as a pioneer where he was no pioneer at all, and dismissed in a few words on points where, historically, his contribution was in fact unique and born out of time. From the standard histories of Boyd and Adamson we learn that the "survival value" of St. John Baptist de La Salle lies in the fields of pauper

education, the training of teachers, and vernacular instruction. From the standard biographies themselves we learn hardly anything at all that can satisfy the palate of the historian, since they mostly take the form of tributes to piety rather than assessments of an educational figure (Battersby, "De La Salle, a Pioneer of Modern Education," Vol. I, p. ix).

But the author's statement in his introduction—Mr. Battersby, or his name in religion, Brother Clair Stanislaus—is somewhat similar in tone though not so sweeping. He says:

In this English-speaking world, on the other hand, he has been almost entirely neglected. Very little has been written about him, and that mainly the translation of French works. The late Professor Adamson devoted a chapter of his book on the *Pioneers of Modern Education* to De La Salle and his work, but for the most part, textbooks on education either omit all reference to the subject or pay only a slight passing notice, often entirely misleading (Battersby, p. xv).

In British History of Education

The two references of Beale's are to Boyd's *History of Western Education* (1921) and Adamson's *Pioneers of Modern Education* (1921). Boyd's single paragraph summary judgment is unfavorable in spite of his giving credit for the first real education of the poor, the introduction of the simultaneous method, and the training of teachers. But since no evidence is adduced except the inconclusive fact that 920 teaching Brothers and 36,000 pupils were all they had at the time of the Revolution, Boyd need not detain us longer. But Adamson is a complete refutation of Mr. Beale's statement—and Mr. Beale certainly must have been acquainted with Mr. Adamson's work for he, too, was earlier a professor of education in the same University.

Adamson's very inclusion of La Salle in his *Pioneers of Modern Education* and his giving him 25 pages (pp. 212–236) of direct study, is an indication of appreciation and, as we shall see, of understanding. Adamson says in his preface:

The book, however, aims at a wider survey than a purely English one; and in the foreign section the writer has tried to indicate the great services (too seldom even named in textbooks of educational history) which were rendered to the world by St. Jean-Baptiste de la Salle (Adamson, "Pioneers of Modern Education," p. viii).

Note again especially the neglect of La Salle by his historians of education. Adamson says the La Salle's earnest career during 40 of the 68 years of his life was the occasion of many and varied institutions rich in advantage to popular education. He credits him with the "first 'Ecole Primaire Supérieure,' the first, or certainly one of the first 'Realschulen' and the first 'Reformatory,'" (p. 235), with a "course of study prescribed for the schools of the Institute by the 'Conduite' . . . one which under any circumstances would make a by no means unsatisfactory elementary programme" (p. 234), with rules of method which would save many teachers not a little suffering (p. 230), intelligent discipline, emphasis on the vernacular as an innovation and the simultaneous method. An interesting question for historians of education was raised by Adamson:

But while it is not possible to place the founder of the Institute amongst the highest class of original thinkers on education, he has an indisputable claim to stand with those whose actual concrete services to educational administration have been very considerable indeed. Original he may not be; yet his mind was of no common order, as is proved when

*This is a summary of the supplement to Dr. Fitzpatrick's "La Salle, Patron of All Teachers" to be published in 1951. The article is reprinted from the *History of Education Journal* Winter Number, 1950, pp.

one considers the readiness with which he put them into practice. It is a debatable point whether such minds (practical in the best sense, because they are accessible to ideas) do not confer greater benefits upon humanity than do the thinkers of a loftier type (Adamson, p. 236).

In U. S. Histories of the 1880's

Let us see what the situation is with reference to historians of education written by Americans or used in the United States. There were two early series on education, the International Education Series (Appleton) and Heath's Pedagogical Library. The first general history of education was Painter's *History of Education* (1886) which made characteristically enough no mention of La Salle, though surprisingly enough in Boone's *History of Education in the United States* in this series, La Salle is described,

A man of progressive, modern thought, he directed, besides normal schools, gradation and object lessons, and established industrial schools, polytechnic institutes, and reformatory schools.

In the Heath series the popular Compayre's *History of Pedagogy* was translated by W. H. Payne. This book gave a substantial amount of space to La Salle, and the comment is highly appreciative at times and at others highly denunciatory. It contains one of the finest tributes to the man, La Salle:

We shall have to criticize in the most of its principles and in many details of its practices, the educational institute of La Salle. But that which merits an admiration without reserve is the professional zeal of the founder of the order, the dauntless spirit of improvement which he displayed in the organization of his schools, and in the recruitment of his teachers; it is also his tenacious zeal which was discouraged neither by the jealous opposition of the clergy; and, finally, it is the indefatigable devotion of a beautiful life consecrated to the cause of instruction, which was a long series of efforts and sacrifices (Compayre, p. 259).

Compayre states a correct principle that to be equitably judged an institution should be considered in its environment, and as such "La Salle deserves the esteem and gratitude of the friends of instruction" (p. 258). Yet two pages later he says:

We distrust, in advance, a system of teaching whose beginning was so sad, whose founder inclosed his life within so narrow an horizon, and which, at first was illuminated by no rays of gladness, and good humor (Compayre, p. 260).

He praises La Salle for his provision of free education for the poor, and emphasizes the point it should be obligatory for children. Though he condemns what he calls "mechanical methods," he praises La Salle for appealing to reason and judgment in teaching of arithmetic. In one place he condemns severely the emphasis on silence,

which is really quietness, and in another he praises its contrast with the ordinary noisy and disorderly schools of the day. He condemns the strictness of the discipline of the school. He recognizes what La Salle did for "technical and professional instruction" (p. 263). Brother Azarias, a Christian Brother of considerable reputation, in *Essays Educational* has a severe condemnation of Compayre, but violent as the criticism is, one should not overlook Compayre. An interesting study could be made generally of the influence of Compayre on subsequent historians of education.

In Contemporary Histories of Education

Now let us turn to the later general histories of education used in the United States. If one tries to give an over-all view of La Salle in the history of education one must be struck by the extent of the claims made for him. While the basic claims relate to the gratuitous education of the poor and the things growing out of that, namely, a religious brotherhood dedicated exclusively to education, a provision of a supply of trained elementary school teachers, the establishment of normal schools to provide such a supply, and the improvement of pedagogical methods for the primary school, there are other claims. As we look through the literature generally, we note these additional claims made for John Baptist de la Salle—the provision for education in reformatories, technical schools, and adult education, the provision of boarding schools for the new bourgeois class, and the establishment or rather the development of the simultaneous method which practically all the writers give credit to La Salle for popularizing. This is certainly a very great range of educational influence, particularly for the seventeenth century.



"Bulb Snatcher." By Canavan in Catholic Telegraph-Register, Cincinnati, Ohio

La Salle Disregarded

Perhaps it may be well to list the texts that do not refer to La Salle:

Butts—*A Cultural History of Education*, 1947

Graves—*Great Educators of Three Centuries*, 1912.

Knight—*Twenty Centuries of Education*, 1940. (Except for a tag and reference to La Salle at the end of a sentence on the Jesuits.)

Messenger—*Interpretative History of Education*, 1931

Quick—*Educational Reformers*, 2nd ed., 1890

Ulich—*Three Thousand Years of Educational Wisdom*, 1950

Payne—*A Short History of Education*, 1897

Hart—*Creative Moments in Education*, 1931

In the latest history of education, Ulich's *History of Educational Thought*, which deals with the "thinking of great men" there are only three incidental references to La Salle (pp. 86, 183, and 223). In the treatment of La Salle this is not a competent history of education.

Substantial Treatments of La Salle

On the other hand there are substantial treatments of La Salle, and while there may be differences in detail, they are as the history of education is written quite different from what might be expected from the introductory remarks of Mr. Beales. There are substantial treatments of La Salle in:

Reisner—*Evolution of the Common School*, 1930

Parker—*History of Modern Elementary Education*, 1912

Kane—*An Essay Toward a History of Education*, 1935

Marique—*History of Christian Education*, 3 volumes, 1926

Monroe—*A Textbook in the History of Education*, 1905

McCormick and Cassidy—*History of Education*, 1946

Cubberley—*The History of Education*, 1920

There are a number of others that treat La Salle, of widely different judgments: Davidson, Mulhern, Williams, and in briefer compass: Duggan, Kemp, Seeley, Wilds, Boyer, and Emerson.

Appreciations of La Salle

There is much appreciation in these judgments. Parker says,

The schools of the Christian Brothers were without doubt the most effective elementary schools in existence before the French Revolution (1789) p. 100.

Kane says,

The only really important developments in schools during these long three hundred years were two, both of which we owe to St. John Baptist de la Salle, toward the close of the seventeenth century; the organization of normal schools, and the "simultaneous method" of instructing a group of pupils at the same time (p. 245).

Monroe says the first general approach to

modern methods was made by La Salle in the training of "the teachers and the grading and method of instruction."

Mulhern gives him credit,

Among the pedagogical contributions of La Salle were the substitution of class instruction for the usual individual recitation; the careful organization of subject matter to facilitate group instruction; and the individual and orderly promotion from one unit of subject matter to another (p. 283).

Reisner says "It was only with the work of John Baptist de la Salle, that the effort to provide free instruction for poor boys permanently prospered" (p. 106).

Conflicting Judgments

The conflicting opinions of historians of education on La Salle are numerous and there are certain historical problems. Take the problem of discipline. Compayre described the Christian schools "as schools for mutes where teachers and pupils proceed by signs" (p. 266). Later Compayre asks,

Is there not, however, in these odd regulations, something besides the desire for order and good conduct — the revelation of a complete system of pedagogy which is afraid of life and liberty, and which, under the pretense of making the school quiet, deadens the school, and, in the end, reduces teachers and pupils to mere machines? (p. 266.)

But he adds later,

The severe discipline and enforced silence of La Salle's schools permit the inference that the school of the period was the scene of lawlessness and disorder. The reaction went to an extreme; but considering the times, this excess was a virtue (p. 277).

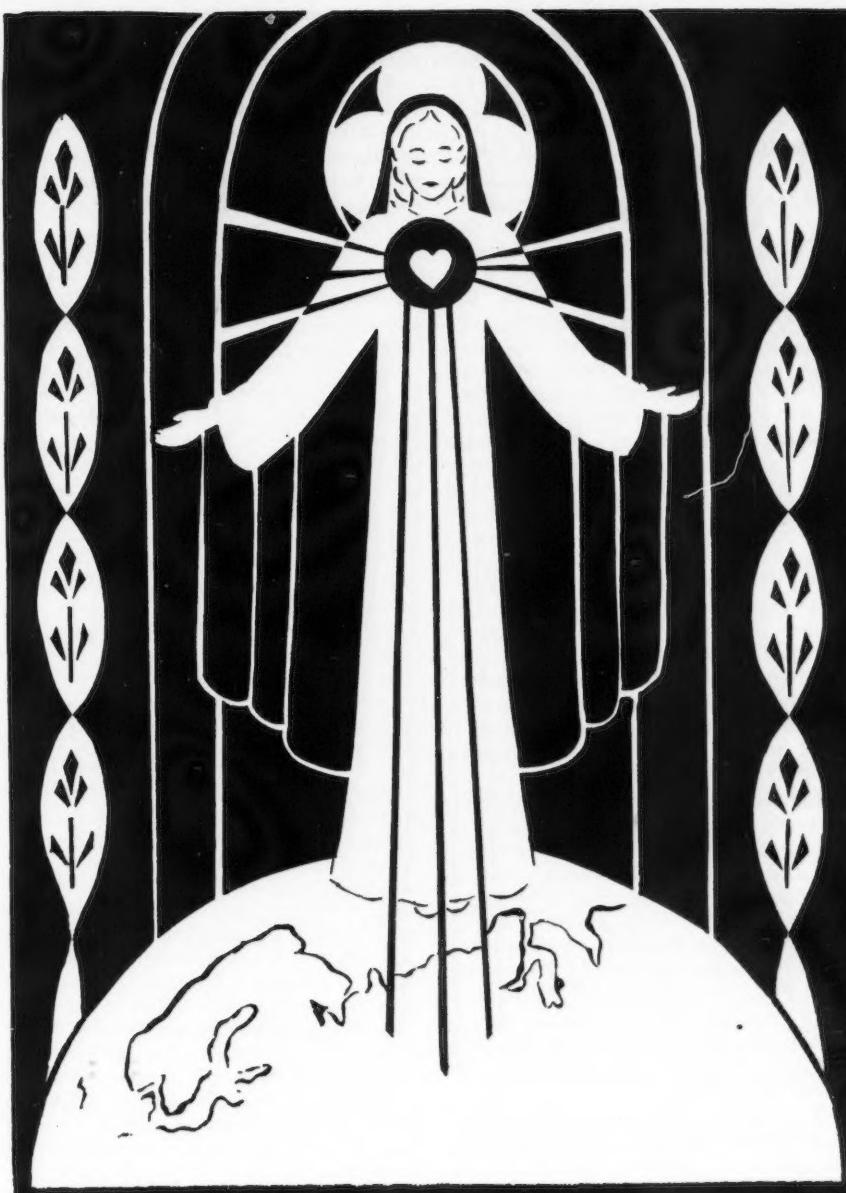
Monroe calls the discipline as made up of restrictive and repressive measures (p. 438). And Graves similarly speaks of "The religious and repressive nature of his educational aim was evident everywhere in his schools" (p. 230). Yet on the other hand, Cubberley says,

The discipline in contradistinction to the customary practice of the time, was mild, though all punishments were carefully prescribed by rule. The rule of silence in the school was rigidly enjoined, all speech was to be in a low tone of voice, and a code of signals replaced speech for many things (pp. 348-349).

But Brubacher says,

In describing the historical development of methods of instruction only minor emphasis has been given to discipline. "Those who were to give major consideration to discipline and give it one of the most detailed statements in educational history were the Institute of the Brothers of the Christian Schools, or the Christian Brothers, as they are known today" (p. 192).

The question of the first normal school is raised. La Salle is frequently given credit as the father of the movement. Yet,



*The Immaculate Heart of Mary. Designed by Sister M. Leonelle, S.S.N.D.
Bellevue, Ill.*

beginning with Compayre, Charles Demia of Lyons is often given credit, and in Cubberley, too. The settlement of the question centers around the training of lay teachers, not in seminaries, La Salle claims can be sustained. La Salle is often given credit as an innovator in creating the simultaneous method and of first substituting the vernacular for Latin in elementary instruction. While the contributions of La Salle are substantial in both these areas he is not the "first" to introduce these desirable features. Though the information is slight, it is clear that the school at St. Yon for the Rouen bourgeois was the first of the Latinless secondary schools, and another school at St. Yon was the first reformatory.

Source of Material for Studying La Salle

The possibility of studying La Salle's place in the history of education is now greatly improved. There has been available since 1937 an English edition of the major educational works of La Salle: *Conduite des Ecole Chretienne* — the Conduct of Christian Schools. This is the edition of 1720. The basic biographical source is the life of La Salle by Canon Blain who was associated with La Salle. The original was published in 1733. The most recent French life by M. Guibert was used by Adamson effectively as a basis of his biographical presentation. Fortu-

nately there are now in this country, owing to the enterprise of Brother Alfred of California and Brother Emilian of Maryland, microfilm copies of the originals of La Salle's works.

Rigault's General History of the Institute

Perhaps the most helpful aid available today is Rigault's volume one of his *Histoire Generale de l'Institut des Freres des Ecoles Chrétiennes*. Six volumes have been published which trace in detail the history of the Order. Rigault has done an extraordinary job with meticulous care. He has examined all the source material, describes them physically and describes their contents. He furnishes biographies of associates which would be very difficult otherwise to secure. He is a very sympathetic and intelligent interpreter. No historian of education of the period can afford to overlook Rigault.

Conclusions of a Study of La Salle

I have given you above a very condensed summary of the supplement and appendices to a study of La Salle as an Educator which is now in the hands of the printer. In the light of the foregoing discussion you may be interested in the conclusions I reached in my study which will appear early in 1951. There is pointed out:

1. Supplementing the biographical data of the ten chapters of Part I, there is presented a broad view of the historical, social, and religious backgrounds effective in the individual life, and reinforcing more fully the character of the social forces in every form which hindered or helped La Salle, and which he necessarily was forced to take into account in his life activity.

2. A comprehensive statement of La Salle's specific educational contributions—which thus furnishes the basis for the chapters in Part II.

3. La Salle's extraordinarily fine conception of the teacher is sympathetically presented in its greatness, as a part of Christ's redemptive scheme and as a basis for a real profession of teaching.

4. La Salle's services are viewed not only, as is too often done, as the provision of a body of trained teachers, but also as the creation of a profession of teaching meeting even contemporary (20th century) standards as formulated in the text.

5. La Salle's establishment of normal schools for lay teachers is viewed as an integral part of his plans, persistently pursued, not a "flash in the pan," and carrying over from his novitiate for religious schoolmasters carefully worked out ideas. This latter idea has not been given the attention it deserves. And Demia's abortive idea is discussed; he is given credit for his services, but claims for La Salle are sustained.

6. La Salle's claims in connection with popular education are presented in terms

of his provision of a free education of very high quality for the time, with the additional idea, it should be obligatory.

7. La Salle's insistence on the use of the vernacular in primary instruction was an innovation in France though earlier established generally in other European countries. A new emphasis is given to La Salle's basing the change on educational and psychological reasons as well as in religious ones.

8. One of the aspects of La Sallian pedagogy, most generally misunderstood and calling forth the strongest condemnation is silence. A detailed analysis of the *Conduct of Christian Schools* shows what La Salle prescribed was a quiet orderly school in sharp contrast with the disorderly schools of the day. This removes much of the basis for criticism. There then follows an extended statement on "silence" in education—rare in educational discussion—extending from St. Benedict's rule to ordinary living today.

9. Another phase of the La Sallian discussion much misunderstood and frequently condemned is that on punishment. Here is a broad treatment of La Salle's ideas—as humanizing discipline. A comparison with Comenius—much praised in the histories of education—brings out numerous similarities, and places La Salle's ideas in sharp relief, and shows the practical solutions by La Salle. A further comparison with seventeenth century, and

twentieth century practice shows the wisdom of La Salle's ideas and practices.

10. The discussion of the curriculum shows more definitely than usual the character of La Salle's program, and interprets fully the breadth and emphasis of his program for teaching religion.

11. A great deal of space is given to La Salle and the simultaneous method in the histories of education. Christian Brothers who discussed the problem are careful to say La Salle did not "invent it." Emphasis is placed on the change from the individual method, which was a gain. But the great thing that was accomplished by La Salle—never pointed out so sharply—is that he developed supplementary pedagogical techniques to support it, which made it successful. The simultaneous method is not a constructive help in schools without such techniques.

12. A distinctly new contribution to the formulation of La Sallian pedagogy is the place of self-criticism in administration—which has important bearings on what is thought of as a twentieth century idea—democracy in education.

13. All the information—not too much—on La Salle's initiation of the Real-schule movement—Latinless—in secondary schools is presented.

14. La Salle's extremely significant contributions to correctional or reformatory education are placed, to their advantage, in a setting of modern penology.

THE N.C.E.A. CONVENTION

Members of three nationwide Catholic educational associations will take part in the proceedings of the 48th annual convention of the National Catholic Educational Association in Cleveland, March 27 to 30, it has been announced at the NCEA headquarters in Washington, D. C.

The three groups are: The Jesuit Educational Association, the Catholic Business Educational Association, and the National Catholic Music Educators Association.

The NCEA headquarters announced indications are to the effect that more than 10,000 educators from all parts of the United States and from several foreign countries will attend the four-day sessions, which will be staged in Cleveland's Municipal Auditorium and will be built around the general theme, "Human Rights and Education."

It is expected that Bishop Edward F. Hoban of Cleveland, host to the convention, will officiate at the solemn pontifical Mass in the auditorium which formally will open the convention on March 27. The sermon will be preached by Rt. Rev. Msgr. Frederick G. Hochwalt, NCEA secretary-general, who also is director of the education department of the National Catholic Welfare Conference.

Two special panels, one on religious vocations, the other on the missions, will be included in the convention features. The panel on religious vocations will be conducted by Rev. John Wilson, C.S.C., of the University of Notre Dame, while Rt. Rev. Msgr. Fulton J. Sheen, national director of The Society for the Propagation of the Faith, will head the panel on the missions.

Exhibits of the most up-to-date teaching aids and other educational equipment and facilities will be another feature of the convention. James E. Cummings, convention manager, has announced that more than 200 exhibitors already have contracted for exhibit booths, which will be erected in the auditorium.

Three internationally famous speakers will carry out the general theme of the convention in addresses at the general session of the meeting. They are: Archbishop Gerald P. O'Hara, bishop of Savannah-Atlanta, who until his ouster by the Communists last summer, served as regent of the Papal Nunciature at Bucharest, Rumania; Dr. Charles Malik, minister from Lebanon to the United States, and Rev. John Courtney Murray, S.J., of Woodstock (Md.) College, world famous theologian and authority on the Church-State issue.

The School Library a Necessity

Sister M. Alma, P.B.V.M.*

I AM pleading for a *library* (whether functioning through the classroom or in a central location), not for the half-filled bookcase in a corner of the classroom. The school library, properly so-called, should be a collection of books that circulate and one that is supplemented regularly by new material—a collection whose magic pages open up to the eager, inquiring mind of the reader such broad horizons of fact and fancy, of earthly knowledge, and of heavenly wisdom that his life will be enriched and ennobled, his neighbor benefited by his company, and the world a better place for his having been in it.

Illiterate Literacy

Let us face a few facts together. Is the average student of today, the adult citizen of tomorrow, a good reader, an intelligent reader? I think that you will have to agree with me that he is not. As Louis Shores puts it:

We have now an illiterate literacy consisting of an adult population with less than sixth grade reading ability, a nation of readers who do not comprehend what they read and who may fall prey as easily to subversive propaganda as they now fall for exaggerated advertising; a school population in which a very large portion of the pupils read on a level from three to six grades below their chronological age.¹

This is a very grave statement and one which should deeply concern us. We all know that "the ideas taught in the school today, become the actuating principles of the democracy of tomorrow."² For better or for worse, we, the educators today, are shaping our nation's tomorrow. It has been well said, "The failure of the world today, the failure of civilization, is to a large extent the failure of the book, the failure of our population to read and to think, the failure to learn from past events."³

The activity of modern life tends to discourage thoughtful reading. The hours now spent in listening to the radio and watching the television screen, the habit of picture reading instead of word reading, the ceaseless activity that is characteristic of our people—all these factors have produced the "illiterate literacy" of this present generation.

Teach Children to Read

An effective school library can stimulate

pupils to read and to learn how to use books. Above all, it will foster in them the desire to read—not because they *have* to but because they *want* to. We must make our pupils want to read and must guide them very carefully in *what* they read. And "there's the rub." As Gardiner and Baisden point out, "One of the most important problems facing parents, teachers, and librarians today is how to bring the world of children and the world of books together. Books cost money. Few families can afford large numbers of books. Many families live too far from a public library to make full use of its resources for children."⁴ Educators have the responsibility to bring about the fusion of the world of children with the world of books. "It is not enough for schools merely to teach children *how* to read. Far more significant is the necessity of furnishing them something worth while in order that they may read."⁵

The Curriculum Demands Reading

Today the new type of curriculum developing about work units in the fields of social studies, reading, and science involves the widest possible use of reading and reference material—textbooks, library books, magazines, pamphlets, maps, charts, pictures, and visual materials. How can one get along without them? If, on the other hand, the school is well supplied with them, how effective and how frequent is the use of them without a school library to take care of and to distribute them?

Of the two school libraries with which we are concerned, namely, the high school and the elementary school, the latter is by far the more important; yet, it is the elementary school library that is the less developed.

Services of the Library

In *Administering Library Service in the Elementary School* we find the services that can be provided by the elementary school listed as follows:

An adequate and well-selected collection of books for recreational and free reading

A suitable collection of reference books and materials

Reference and supplementary materials for circulation to the classroom

Instruction in the use of books and libraries suitable to the age and development of the children

Guidance in reading and in the development of reading habits and tastes

Opportunities to discuss books and share in reading experiences⁶

A school library that is giving the services enumerated above is a vital, dynamic force in the work pattern of the school.

Although, thus far, the role of the elementary school library has been emphasized, let no one conclude that the secondary school library is unimportant. It is because its importance is a recognized fact that we shall not dwell too long on the role it plays in the molding of tomorrow's citizens. To touch on the matter briefly, we find the aims for the secondary school library summarized in Lucille Fargo's excellent book:

Mastery of reading skills

Familiarity with the various forms of literary art

A disposition to read for fun

The use of reading in developing serious interests and purposes

Acquaintance with some "book of all time" in each of the arts and sciences

Effective use of reference materials

Acquaintance with adult ideas and life situations of increasing maturity, complexity, and scope

Recognition of certain authors, or of characters in fiction and biography as kindred spirits (of the reader)

The use of reading to develop balanced judgment and emotional stability

The use of reading as a means of vicarious participations in adult situations

The use of reading in solving personal problems or in developing personal interests and hobbies⁷

Here we see the reading program of the elementary school library extended, necessitating the adoption of co-operative methods that will enable the library really to operate as the heart of the school. The secondary school library, according to Miss Fargo, has seven functions:

Acquisition of materials

Making materials available

Stimulating the reading habit

Creating a favorable atmosphere

Providing laboratory conditions

Providing classroom collections

Extension services to forums and other discussion groups, to Scout, Campfire, and similar organizations, and to parents⁸

These functions, to be effective, require that the teachers, the librarian, and the

*Academy of the Presentation, San Francisco 18, Calif.

¹Louis Shores, "The School Librarian as Reading Teacher," *Wilson Library Bulletin*, 15:118, Oct., 1940.

²Ellwood P. Cubberly, *Changing Conceptions of Education* (Boston: Houghton Mifflin Co., 1909), p. 64.

³Charles Harvey Brown, "Educational Isolationism and the Library," *Library Journal*, 66:586-588, July, 1941.

⁴*Ibid.*, p. 1.

⁵Gardiner and Baisden, *op. cit.*, p. 7.

⁶Lucille Fargo, *The Library in the School*, Chicago, A.L.A., 1947, p. 34.

⁷Lucille Fargo, *ibid.*, pp. 35-39.



Children's corner at the fifth annual book fair, College of St. Teresa, Winona, Minn., Nov., 1950. One of the students is entertaining two pre-school children.

administrator work together in close harmony to promote the personal development as well as the scholastic progress of the pupils. Great advance has been made in the secondary schools in the development of their libraries, but these schools will continue to work under a handicap until the elementary school library movement takes root, and the library is recognized as an indispensable necessity for the reading development of all pupils.

School libraries should be active teaching-and-learning centers helping young people to participate in democratic living. They should be vigorous forces working in co-operation with the entire school program to develop in the pupils the understanding, the spirit, the skills, and the activities necessary for participating in community life and for becoming intelligent Catholic citizens.⁹

The Teacher-Librarian

How can we hasten the growth of the school library movement? First of all, we must face the fact that the school librarian should be a teacher in order that she may know how to work with children. Under present conditions, teachers cannot be spared to give their whole time to the library; we must resign ourselves, therefore, for the present, to the fact that teacher-librarians will have to spend part of their time teaching in the classroom. This will not stop a would-be teacher-li-

brarian if she is truly apostolic. Enthusiasm will make her strive in every way possible to find ways and means of establishing a library, even, if necessary, to enlist mothers to operate the library during the day under her supervision.¹⁰

Two books already mentioned, *Administering Library Service in the Elementary School* and *The Library in the School* will prove invaluable if the teacher will read them conscientiously from cover to cover and make use of their suggestions. Both of these books give a comprehensive summary of the reasons for a school library and explain how to go about organizing one.

Enthusiasm on the part of a teacher is the first step. The second step inevitably follows—the getting together of an adequate collection of well-chosen books. With the aid of *The Children's Catalog¹¹* or the *Standard Catalog for High School Libraries¹²* the excellent bibliographies connected with our social study units, and the reading lists in our Catholic readers, there should not be much difficulty in deciding what books to get. The collection may grow slowly because of limited funds, but it can be supplemented by the public library. Too few of us have investigated fully the wonderful, friendly help that our branch librarian is only too ready to give.

¹⁰CATHOLIC SCHOOL JOURNAL, Nov., 1945, 45:244 (Picture).

¹¹Children's Catalog (New York: H. W. Wilson Co., 7th ed. rev., 1946).

¹²Standard Catalog for High School Libraries With Catholic Supplement (New York: H. W. Wilson Co., 5th ed. rev., 1947).

Room for the Library

Now a new problem looms up. Where shall the books be put so that they will be accessible when they are needed? In answer to this let me quote from an article in the *Illinois Catholic Librarian*:

Crowded as most schools are today, probably the greatest difficulty will be to find a room suitable for a library. Everyone knows from experience that the oft repeated "We have no room" has frequently been transmuted by "Where there's a will there's a way," and followed by success. Careful inspection may prove that a corner can be found where the children may receive an abundance of culture from the intellectual power house of a central library. Is there a doctor's office in your school that is not so often used? Is there a store-room, or even a library? A little planning on our part can convert these places into a scene of brightness and color where the library furniture, conveniently arranged shelving, colorful posters, attractive notices, and the like proclaim to the eagerly expectant children that now their school really has a library.¹³

Encouraging indeed is the movement in several dioceses to provide for a central library in every new elementary school.

A Vital Necessity

Our social order has been fashioned on the principle of "government of the people, by the people, and for the people." To be effective, this type of government presupposes an educated, well-read citizenry. The education of the child of today molds the citizen of tomorrow. This is a vital point, for "with our public officials, who make and execute the laws, elected by a universal suffrage; with our lives, liberty, and property dependent on judges similarly elected in many cases, and on juries chosen from the mass of the people; the intelligence of the people becomes a matter of utmost importance."¹⁴ What is going to become of our democracy if we are developing a generation of nonreaders who would rather believe whatever they are told than make the effort to read and to study for themselves what they should believe?

Reading habits are formed in the elementary school and brought to fruition in the high school. It is only through constant participation in meaningful reading activities that pupils will acquire for themselves skill in the art of reading. For this we need a school library—one which, as we said in the beginning of this article, is filled with books whose magic pages open up to the eager, inquiring mind of the growing child such broad horizons of fact and fancy, of earthly knowledge, and of heavenly wisdom, that his life will be enriched and ennobled; his neighbor benefited by his company, and the world a better place for his having been in it.

¹³Sister Mary Corita, B.V.M., "The Possibility of a Central Library in the Elementary School," *Illinois Catholic Librarian*, III:14 (Jan.-Apr., 1947).

¹⁴H. J. Conant, "The Evolution of the State Library," *American Library Association Bulletin*, 20:330 (Sept., 1926).

A Survey of Catholic Literature

LET'S GO CATHOLIC!

Sister Christine*

CATHOLIC BOOK WEEK again! Shall it be another round of posters and library activities or something vital, tingling with Catholic experiences that will make our boys and girls more conscious of their Christian heritage? When one considers the hum of activities going on in Catholic letters today, the task of making Catholic Book Week purposeful need not be an impossible one.

So short a time as 25 years ago, high school students were forced to confine their Catholic reading to pietistic stories whose ending was obvious from the opening paragraph or to poetry that was either doggerel or too deeply philosophical for immature minds to appreciate. If, as Father Francis X. Talbot, S.J., states, America cannot claim a renaissance in Catholic literature but only an emergence, at least that emergence promises good things for the future of Catholic literature in the United States.

Meet the Writers

But are our Catholic high school students conscious of this resurgence in modern literature? Is their attitude toward Catholic writing still one of apology or is it rather a joyous pride in the work of fellow Catholics? Do they realize that when Ireland became a free state, she rejoiced that at last her literature could be entirely Catholic? Have they been shown that the greatest novelists in England today are Catholic? That these men are not merely Catholics writing novels but Catholic novelists reducing their moral principles and philosophy to the medium of their stories to jolt the world into a consciousness that morality still applies amid twentieth-century indifference? Have they met those French towers of Catholicity — Bloy, the Maritains, Claudel, Bernanos? Can they name any of the good American Catholic writers who are slowly, steadily producing "best sellers" for the secular bookstores of our own country?

Why not present such material to our senior high school students as part of Catholic Book Week or over the longer period of Catholic Press Month? The following outline will offer a skeleton plan that can touch only the high lights of the renascence that is taking place in England, Ireland, and France and is finding an echo here in America. Apologies must be tendered to the many Catholic poets, novelists, and prose writers whose names

must be omitted because space and time will not permit their addition.

Beginnings

The Catholic literary revival had its roots in the Romantic Movement. That movement had been merely a flash in the pan promising a new life to art and literature, but it succeeded only in debasing them. Wider than its literary aspect, the Catholic revival itself embraced art, philosophy, and liturgy.

I. Extent of Catholic Literary Revival:
(a) England, (b) France, (c) Ireland,
(d) America (emergence).

II. Characteristics: (a) part of a wider Catholic revival, (b) outgrowth of Romantic Movement, (c) decadent group, a help by their depravity, (d) trends those of secular history.

The Oxford Movement

In England the resurgence stirred from its reformation lethargy when John Henry Newman was a shy and awkward undergraduate at Oxford. Here a new atmosphere hostile to Romanticism was growing. Since this latter movement attempted to dethrone the intellect and to glorify the passions, the Catholic Church had always been vehement in its criticisms of its extremes.

In the brilliant minds that flooded Oxford was born a nostalgia for the strong religious security of the Middle Ages. Although at the opening of their search they did not contemplate entering the Catholic Church, these scholars were seeking God sincerely. When Newman bowed to Rome in 1845, he had found the answer to long years of seeking. He expressed his certainty and moral satisfaction in his *apologia* and then he began a systematic attempt by means of his pen to show the truth he had discovered to his fellow students at Oxford and to his fellow citizens of England. The Catholic Literary Revival began.

The Revival

Alice Meynell with her slim patrician figure and exquisite poise lent social grace and spirituality to the second phase of the revival. During her long life, Catholic letters became socially acceptable and the revival assumed the proportions of a movement with clear objectives to direct its progress.

Under the pen of Belloc and Chesterton, Catholic literature took the offensive. It became aggressive, militant, engaged in

battle against twentieth century indifference and artificiality. These two men were not just a literary team amid the galaxy of Catholic writers that sprang up in their wake. They do not merely belong to their literary period; they carved that period out of stubborn fortune and placed their stamp of approval on most of its work.

III. Revival in England

A. Three phases

1. 1845-1890 Victorian period

a) Digby prepared the way by writing of the Middle Ages.
b) Newman launched the Oxford movement and wrote apologetics in defense of the Catholic Church.

c) Lingard wrote an 8-volume history of England that was acceptable to both the Pope and the King of England.

d) Wiseman smoothed over the wave of bigotry caused by his appointment as Cardinal.

e) De Vere wrote essays on Wordsworth and Coleridge and published volumes of original poems.

f) Faber left books on spiritual guidance and a number of hymns.

g) Hopkins used simple Anglo-Saxon words in his poetry. He represents the peak of the first phase and offers a transition into the second.

2. 1890 to World War I

a) Alice Meynell made Catholic literature socially acceptable and nourished Catholic thought through her literary meetings.

b) Patmore had a single theme of "love." After his conversion, this theme deepened to base all human love on the Divine.

c) Benson showed power as a preacher and novelist.

d) Francis Thompson was the genius of the second phase with "The Hound of Heaven" as his spiritual autobiography.

3. World War I to present time

a) Chesterton and Belloc dominated this phase. They were versatile writers opposed to industrial capitalism.

b) Baring wrote novels that show Catholic ideals in family life.

*Selon High School, Baltimore 18, Md.

c) Bede Jarret wrote religious books explaining doctrines of the Church.

d) Frank Sheed started the Catholic Evidence Guild and opened a publishing house in England, America, and Australia where Catholic authors might be sure of a market for their works.

e) Maisie Ward (Mrs. Frank Sheed) has aided the work of her husband and devoted her spare time to biographies.

f) Ronald Knox translated Scriptures and wrote satires.

g) Christopher Dawson has written well-documented history that supports much of Belloc's writings.

h) Bruce Marshall, Evelyn Waugh, and Graham Greene are writing novels with a rich Catholic background and theme.

i) Gerald Vann founded the union of Prayer for Peace.

Two Irish Camps

The tenacles of Irish literature are wound about the English language. When the "twilight group" went back to Celtic days for their inspiration, their work was quaint rather than forceful. To revive Celtic culture is to revive Catholicity and the Anglo-Irish writers did not want this. Ignoring Christian records, Yeats and Russel (A.E.) sought the pagan days of early Ireland to revive their fairies and leprechauns. It was all "lovely, lovely" but just not Irish. As an escape literature, these tales were perfect.

The Catholic Irish revival has been more sincere and definite. It started its slow march toward maturity under Catherine Tynan and Cannon Sheehan. Just before World War I, Catholic spirit flamed out in Pearce, MacDonagh, and Plunkett whose short literary careers were snuffed out in the Easter Rebellion of 1916. When Ireland became a free state, literary and educational groups legislated that the modern literature of Ireland was to be Catholic, patriotic, and Gaelic. Today the work of Kate O'Brien and Robert Farren give promise that the "twilight" of the London Irish will give way to a bright dawn of truly Catholic writing.

IV. Revival in Ireland

A. 1800-1888

1. The Catholic Emancipation Act was passed in 1829.
2. The first move toward freedom was organized by the Young Ireland Movement.
3. *The Nation* was the official magazine of the Young Ireland Movement.
4. Mangan, in his poem, "Dark Rosaleen," pictured Ireland torn by struggle and bloodshed.

B. 1888-1904

1. Early poetry was collected in a volume entitled *Poems and Ballads of Young Ireland*.

2. Two literary societies were formed

a) The Irish National literary Society in Dublin was Catholic and claimed Catherine Tynan as its greatest writer.

b) The Irish Literary Society in London, which was sponsored by Yeats and Russel, was called the "twilight" group because they went back to pagan Ireland for inspiration.

3. There were faults in both groups

a) The Catholic writers allowed patriotism to narrow their art.

b) The "twilight" group sacrificed reality and truth.

C. 1904 to present

1. O'Sullivan and Colum tried to pull away from the "twilight" group.

2. The Easter Week Rebellion occurred in 1916.

a) Pearce, MacDonagh, and Plunkett died in the rebellion.

b) The rebellion failed materially but succeeded politically and Ireland became a free state.

3. Present stand of Ireland

a) Ireland has passed a law covering literary censorship.

b) It broke with English ascendancy.

c) It legislated that the new Irish writing must be Catholic, patriotic, and Gaelic.

The French Revival

The French revival is important because France has always had a way of spreading ideas and getting them to prevail. A strong Catholic renaissance in France, therefore, meant soon or later the same for all the countries of Europe.

Three days before Newman was received into the Catholic Church, Ernest Renan left the French seminary of St. Sulpice to begin his career of debasing apostasy. Yet God used this false philosopher to drive into the security of the Church as many souls as Newman won by his conversion. Baudelaire sounded the first notes of revolt against the fatalism of materialistic and rationalistic attitudes. In his poetry, he sang of God's providence and love, one single humble voice amid many haughty intellects proud of their powers.

While men were turning away from science and wavering uncertainly toward Catholicity, the Prussian army captured Paris. Bourget, the outstanding psychologist and medical man of France during this period, attributed the weakness of national fiber to deterioration of morals. In his writings, he attacked the false philosophies of Renan, Taine, Dumas, and

the others who were glorifying science and materialism. The writers that followed turned from the bitter dregs of pessimistic rationalism to recognition of the necessity for spiritual values and from there to Catholic Faith.

Today Catholic literature in France is breaking away from sensual writing and beginning to follow more Catholic lines. These novelists aspire to complete realism, yet they recognize man as a creature redeemed by God, living a supernatural life of grace and destined for heaven.

Modern biography is including in its train the lives of the saints; poetic output is abundant although, in most cases, it is falling just short of greatness. The twentieth century is not sympathetic toward poetry. Neither is the commercial theater ready for Catholic drama even though the plays of Gheon have been tried experimentally and with success in Paris, the center of literary France. Criticism among writers is rampant but it is constructive rather than bitter.

The greatest minds in France today are Catholic. Since France has always been the religious barometer of Europe, thinking men are turning their attention more and more toward the literature of that country in expectation of what the future will bring.

V. Revival in France

A. Catholicity reached its lowest ebb in the middle of the nineteenth century.

1. Renan left the Church as Newman entered it.

2. Scientific rationalism offered only pessimism.

B. Search for spiritual values.

1. Baudelaire struck the first note.

2. Bourget attributed the fall of Paris to weak morals.

3. Huysman preferred the cross to suicide.

4. Rimbaud touched faith in "Illuminations."

5. Verlaine became completely Catholic in "Sagesse."

6. Brunetiere, critic, presented Catholic principles in his writings.

7. Psichari tried to repair the blasphemy of his grandfather (Renan).

C. Catholic literature secures a foothold.

1. Bremond wrote about the mystics in convents and monasteries of Europe.

2. Claudel wrote religious dramas to be read.

3. James wrote about nature and family life.

4. Gheon presented miracle and mystery plays to French audiences.

5. Gilson brought medieval philosophy to twentieth century readers.

6. Mauriac wrote novels showing the effect of grace on men.
7. Bernanos pictured sanctity as the only real adventure.
- D. The Catholic revival becomes militant.
 1. Bloy thought the only affliction in life was not to be a saint.
 2. Peguy advocated Christian humanism and love of mankind.
 3. Maritain is a Christopher carrying Christ to the world.

Beginnings in America

In America, the growth of Catholic literature did not keep pace with that of the Catholic Church itself. Most of the immigrants that swarmed to the United States from 1850 to 1920 were unilingual, speaking only the language of their fatherland. There was greater need of wielding the mortar trowel to build churches and schools than of using a pen to write novels or poetry which could find only a doubtful reading public abroad. Yet these immigrants were proud of their priest writers—Brownson, Egan, O'Reilly, and of their bishops, Spaulding and Shanahan. As the Church expanded, converts added their note to the slowly evolving literature. With Louise Imogen Guiney, the Kilmers, Agnes Repplier, a distinctly American group of Catholic writers arose.

Today American Catholic literature is springing forward in the fields of poetry and novel. The literary revival in America is in its "Meynell" stage with creative poetry as the chief note. Catholic journalism predicts a rapid growth of prose writing if one may judge by the excellent contributions to *The Catholic World, America, The Commonwealth, and Spirit*. If John Gilland Brunini's *Whereon to Stand* is replacing Cardinal Gibbons' *Faith of Our Fathers* on the newsstands as critics claim, then American Catholic writers have gone far indeed in fifty years.

VI. Catholic literary "emergence" in America

A. Early apologetic writing

1. Brownson could have done much for Catholic writing had he not been so belligerent.
2. Ryan wrote prose and poetry about the Civil War South.
3. Tabb spent his few leisure moments writing his quatrain poems.
4. Egan produced prose and poetry rich in word painting.
- B. The Catholic resurgence takes the form of a movement.
 1. Guiney left America for England because of bigotry.
 2. O'Donnell was elected the first president of the Catholic Poetry Society of America.
 3. Repplier wove humor and gentle irony into her essays and biographies.

4. Sister Madeleva has written poetry not only of a religious nature, but she has made family life and human love constant subjects.
5. Bregy has sought the beauty of holiness in her writings.
6. Helen White has confined her writing to historical novels free from propaganda and to professional prose.
7. Sister Maris Stella has helped train many young Catholic writers to carry on her skill in writing poetry.
- C. Catholic writing takes a more permanent form
 1. Fulton Sheen is in constant demand as lecturer, teacher, and radio speaker.
 2. Brunini's contribution to Catholic literature is his attempt to raise the standards of Catholic writing and to eliminate pietistic approaches.
 3. Maynard is primarily a poet but he has recently been writing excellent biography.
 4. Walsh has written well documented and historically correct novels.
 5. Braun wrote Catholic philosophy and Catholic topics for his column in the New York papers.
 6. Feeney has written extensive poetry and much good prose.
 7. Sister Maura has recognized drama in the commonplace and has touched it to spiritual beauty.
 8. Jessica Powers is a Carmelite nun who is writing poetry constantly.
 9. Lavery has spread Catholic principles into Broadway drama and Hollywood films.
 10. Merton is writing both prose and poetry of exquisite quality.

What is the future of Catholic writing? That depends upon the youth of today, the youth who crowd our Catholic high schools and colleges. In their minds and hearts is the flame of Faith that Christ has promised shall prevail until the end of the world. Perhaps this unit will touch their spring of enthusiasm and stir latent powers they never dreamed they possessed. Youth is a period of hero worship. With Maritain or Chesterton, Pearce or Merton as models, is it too much to hope that at least one student sitting before us this year will join the ranks of Catholic writers to send American Catholic letters a leap ahead in its delayed revival?

Source Material

To those who would wish to find source material for this unit, Rev. Francis B. Thornton has published recently an excellent anthology, *Return to Tradition*, which

the writer has drawn on heavily in planning this outline. This book is an excellent reference for high school teachers and practically a necessity for any college instructor teaching literature from the Catholic viewpoint. *The Catholic Literary Revival* by Alexander and *Catholic Authors 1937-1947* by Hoen will supply all the background that is essential to the unit.

A Student Reading List May Include the Following Titles:

English

- Angel in the House*—Coventry Patmore
Hound of Heaven—Francis Thompson
Lord of the World—Robert Hugh Benson
G. K. Chesterton—Maisie Ward
To Every Man a Penny—Bruce Marshall
The Loved One—Evelyn Waugh
Communism and the Man—Frank Sheed
No Other Man—Noyes
The Highwayman—Alfred Noyes
The Coat Without a Seam—Maurice Baring
Bread and Circuses—Helen Parry Eden
The Man Who Was Thursday—G. K. Chesterton
Road to Rome—Hilaire Belloc
Ballad of the White Horse—G. K. Chesterton
Fabiola—Cardinal Wiseman
Dream of Gerontius—John Henry Newman
The Rhythm of Life—Alice Meynell
Irish
Why the Cross—James Leen
For One Sweet Grape—Kate O'Brien
Throbbing Feet—Robert Farren
King of Ireland's Son—Padraic Colum
Songs of Slumber and Sorrow—Padraic Pearse
My New Curate—Canon Sheehan
French
Tidings Brought to Mary—Paul Claudel
My Daughter Bernadette—Francis Jammes
Diary of a Country Priest—Bernanos
We Were Friends Together—Raissa Maritain
Adventures in Grace—Raissa Maritain
Secret of the Little Flower—Henri Gheon
Marriage of St. Francis (miracle play)—Henri Gheon
American
Everybody's St. Francis—Maurice Egan
Happy Ending—Louise Guiney
Convent Days—Agnes Repplier
Our Land and Our Lady—Daniel Sargent
Chaucer's Nuns and Other Essays—Sister Madeleva

- Poets and Pilgrims*—Katherine Bregy
A Watch in the Night—Helen C. White
Not Built by Hands—Helen C. White
To the End of the World—Helen C. White
Dust on the King's Highway—Helen C. White
Here Only a Dove—Sister Maris Stella
Peace of Soul—Fulton Sheen
Mysteries of the Rosary—John Brunini
Mystic in Motley—Theodore Maynard
Too Small a World—Theodore Maynard
Teresa of Avila—Thomas Walsh
The Lantern Burns—Jessica Powers
Initiate the Heart—Sister Maura
Seven Storey Mountain—Thomas Merton
Collected Works of Heywood Broun
Song for a Listener—Leonard Feeney
Fish on Friday—Leonard Feeney

N.C.E.A. Committees

The Problems and Plans Committee of the National Catholic Educational Association met in Washington, December 16-17, to discuss educational problems pertaining to the emergency and to academic freedom.

The winter meeting of the Executive Board of the N.C.E.A. was held at Atlantic City on January 11.

N.C.E.A. New Headquarters

On January 22 the National Catholic Educational Association moved to its new headquarters in the American Council on Education Building at 1785 Massachusetts Ave., N.W., Washington, D. C.

The CATHOLIC SCHOOL JOURNAL

Editor

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Knowledge of God and About God

In the 1950 pastoral of the American hierarchy, under the head of the "sense of God," the bishops said:

"The child must know God. There is a vast difference between knowing about God and knowing God. The difference is made by personal experience. It is not enough that the child be given the necessary truths about God. These truths ought to be given in such a way that the child will assimilate them and make them a part of himself. God must become as real to him as his own father or mother. God must not remain an abstraction. If He does, He will not be loved; and if He is not loved, then all the child's knowledge about Him will be sterile. Where love is, there too is service. 'If you love Me, keep My commandments.' That is Christ's test, and it must be applied to the child. He should be brought to see God's commandments and precepts as guideposts which give unerring direction to his steps. In this work, the Church, the family, and the school each has a part to play."

This statement by the highest teaching authority in the dioceses has many implications. In the first instance it is concerned with the character of instruction given in the Catholic schools. In terms of the catechism itself, man's purpose on

earth is to know, to love, and to serve God. In any case, mere knowledge is not enough—and of course mere knowledge about God misses the first condition entirely.

In view of the fact that the results of our teaching of religion are not adequate, it might be well for the bishops—the magisterium—to look into the methods of teaching religion. Needless to say, in view of our current practice, this would require a consideration of the catechism as the principle textbook in religion, and memorizing the questions and answers as the principal method. Of course, it does not seem to be the fact that this is the method of the Church from the beginning. It is clear that it was not Christ's method of teaching. The great popularizer of the catechetical method was Luther. St. Peter Canisius' work grew out of that fact. Some of the questions that might be considered are:

1. Is the catechetical form as practiced suitable to children 6 to 8 years old? 8 to 12 years old? 12 to 14 years old? 14 to 16 years old?

2. Should the catechism be a text for the teacher? or for the pupils?

3. In an individual lesson has the specifically formulated truths of the catechism a particular place as (1) introduction, (2) as the discussion proceeds if there be discussion, (3) as summary?

4. Is the question of cost, the primary factor in determining the use of catechism?

5. Should the religious textbook use the techniques of modern textbook in other subject?

6. What, if any, are the alternatives to the catechism?

7. How were the religious textbooks used in the diocese selected (1) objectively on their merits after independent analyses of all books available, (2) by a vote of communities supplying teachers for the diocese, (3) by the personal decision of the diocesan superintendent, (4) by the supervisors, (5) or by any combination of these methods, (6) or by any other?

8. Were the religious textbooks written by anyone associated with the schools in the diocese, or by a religious community teaching in the diocese?

9. How can textbooks promote, if at all, knowledge of God, rather than knowledge about God?

Fortunately the whole burden of religious instruction does not fall upon text material or the catechism. Earlier in the pastoral the emphasis is on pious practices such as morning and night prayers, grace before and after meals, reverential making of the Sign of the Cross, and later it suggests the importance of weekly confession and nightly examination of conscience. It continues, too, the discussion from which we had quoted above on the Sense of God, with the abundant resources of the Church itself readily available. Spiritual motivation is needed to secure the life-giving use

of these services extending from birth to death. What these services are the bishops point out:

"From the time that the Church pours the waters of Baptism over his forehead, until she surrenders him at death to God, there is no period when she does not provide the child, through her sacraments and teaching, with a steady inspiration to serve God. The inculcation of virtues, both natural and supernatural; the repeated warnings against succumbing to the demands of his lower nature, the balm with which she alleviates the wounds caused by sin in his life, and the channels of grace she holds constantly open for him—all these are aids which the Church gives the child in directing his steps toward God."

This is the life which the Church feeds—and which it exists to give us more abundantly.—E. A. F.

And in Your School?

The *N.E.A. News* reports a survey of the holding power of the public schools of Syracuse, N. Y. Of 49,384 ninth graders registered from October, 1928, to October, 1946, 44 per cent did not graduate.

Dissatisfaction with school, inability to discern the relationship between school subjects and future occupations, over age, inability to get along with teachers, inability to learn, were some of the many reasons given for not receiving a diploma.

More than half of the dropouts interviewed wished that they had remained in school longer. Some of them suggested more effective school discipline as a preparation for employment. Tests of those interviewed showed that more than half of them were able to do the work they refused to do and, that, with some adaptation of curriculum, practically all of the others could have succeeded.

These conditions present a major problem for parents, teachers, and principals. Parents should know how to interest their children in education. Professional educators share that responsibility. They should know that you can lead a horse to water but that you can't make him drink. It would seem that they should study their curriculum and the content of each subject in order to distinguish between essentials and nonessentials; and that they should examine their methods of assignment and presentation to make them attractive.

Another caution, especially for the classroom teacher, is to make assignments of reasonable length. Our experience as student, teacher, and parent, inclines us to the opinion that high school and college teachers are more likely to make assignments too long or too difficult than too easy, and we consider this a prolific source of discouragement, especially for the conscientious student.

We offer these suggestions for discussion at faculty meetings and at meetings with parent's groups.—E. W. R.

Guiding Students' Reading

Give Them a Measuring Stick

Sister M. Faith, O.S.B.*

A FEW years ago a teacher on guard in a high school study hall discovered one of the students deep in a new novel. Interested, the teacher stopped at the student's desk and asked, "When you've finished that book, may I see it?" The boy looked up with slight embarrassment and said, "Certainly, Sister. You can have it now."

Five minutes later on the pretext of sharpening a pencil, the youngster stopped at the teacher's desk and said earnestly, "Sister, don't read that book. I wouldn't want you to read that book."

Evaluate Correctly

The incident poses one of the crucial questions which faces teachers of literature. How can we give our students an inward guide to good fiction, an intellectual measuring stick, which will help the overburdened adolescent will to choose the right book? How can we teach our students to reverence their own minds as sincerely as they reverence those of their teachers?

I think we can do it rather easily. I think we have been neglecting the powers of intellect and "taste" and throwing the whole burden of right reading on "conscience."

We begin with the basic assumption that life as it comes from God is good and beautiful. Whatever interprets life, therefore, as it really is is good fiction; whatever does not, is poor fiction — not necessarily immoral fiction, just second rate, inaccurate stuff. And the real student doesn't want second rate material in reading any more than he does in mathematics class.

Fundamental Principles

I do not mean of course that all the books our students read must come out with happy endings, must be written about comfortable people in comfortable houses with well behaved children. I mean that the contents of their reading must rest upon the objective realities that God exists, that He made and preserves the world, that He personally loves His creatures, and that hearts which serve Him are fundamentally at peace. These principles we must demand in good fiction. Granted their presence, a book may choose any locality on earth for its setting and any type of person as its characters — so long as setting and characters are true to life.

High school students, generally speaking, are what we make of them. If teachers purposefully help them to seek the right values in life, help them to build a true Christian philosophy, they will find and build aright. And if teachers purposefully mold them into critical readers they will become fairly good judges of what is good and bad in fiction.

God gave us the capital for this molding. It is in the human make-up.

Scientific Evaluation

The intellectual curiosity which makes mathematics and science classes successful for the student can help him to become a keen judge of his reading material. A boy in a chemistry laboratory does not dabble with dead acids. He does not deliberately mix chemicals which yield no constructive result.

CATHOLIC BOOK WEEK February 18-24

Catholic Book Week, sponsored by the Catholic Library Association, will be observed February 18-24.

"Ageless Books for Every Age" is the theme for 1951. A Catholic Book Week Kit is provided by the Catholic Library Association. (Address, P.O. Box 25, Kingsbridge Station, New York 63, N.Y.) The Kit which may be obtained for \$1, contains two official posters, some suggestions, entitled "Ideas for Catholic Book Week, 1951," by Richard J. Hurley, and "The Catholic Booklist, 1951," edited by Sister Stella Maris, O.P.

A poster for Catholic Authors Day, February 20, may be obtained from The Gallery of Living Catholic Authors, Webster Groves, Mo., for 15 cents. (Five cents for each additional poster.) This poster bears the slogan "The Pen Is the Voice of the Soul."

He wants the thing he does to "work out." The same attitude should be drawn upon in helping him judge his reading matter. Too frequently the attitude toward motivating reading has been that its purpose is some kind of vague enjoyment produced we don't seem to know how. We have told the student, in an attempt to make him read, "Take this. You will enjoy this." We, his teachers, have told him that while to mathematics, to science, to history, he must bring a discriminating mind, to literature he needs to bring only the desire to be entertained. Therefore, if the classics fail to make him enjoy himself, we have practically suggested that he find something which will.

Seek the Truth

If we could change our own attitude, if from the beginning we could teach our students to seek truth about life in their reading just as they insist upon truth in mathematics, we would not have them shamefacedly asking us not to read the things in which they seek enjoyment.

We have been passing up that desire to make things "come out right," the strongest ally we could have in forming critical readers. The high school student wants to know if his answers to problems are right, if the newspaper article which he has read is true, if there's any basis of reality in what politicians tell the public. In his first study of *Beowulf* he objects strenuously that such a story couldn't happen, that the incidents are not true of life. We spend energy helping him to discover that the story is artistically true, but we neglect the lead he has given us. We let him go right on reading modern authors who do not even know what makes a life worth while; we do not require that he turn on his contemporaries the light in which he has mercilessly viewed the Old English writer. Thus, too tragically, often the student who slaves over a physics problem until it comes out right does not carry over his finely critical attitude into the reading he does on rainy nights, and publishers go on catering to the excitement seeker.

If teachers of literature could present literature as a representation of truth about life, we could give to our students from the beginning a reliable interior measuring stick, and the student who scorns an inaccurate chemical mixture would become the artistic writer's best friend. Furthermore, teachers would have removed some of the burden of choosing good reading from the moral plane into the intellectual plane. Students could then be helped in their struggle to read only good books by a double guide: "Because a book does not reveal truth about life and is therefore not good fiction, I will not waste my time on it, and because it will injure my soul, I shall leave it alone." The teacher will have given the young reader a two-edged sword with which to defend his reading habits from the unreligious, unmoral, untruthful.

Practical Questions

How to apply the test of truth to literature can be taught early in high school classes. If we ask the simple question, "What truths about life and people are revealed in this story?" we shall find an amazingly adequate answer even from high school sophomores. We shall, incidentally, get much more interesting reactions by such a question than by the obvious, "What does the character do?" No one cares too much just what the character has done, but whether he has acted as a real human being would act, and whether the consequences of his act ring true — that is a different matter.

Teaching students to answer, "What truths about life and people are revealed in this story?" gives them a remarkably accurate guide to good literature. If the story yields

*Mount St. Scholastica, Atchison, Kans.

truth, it is good; if it yields falsehood, it is as poor as this morning's incorrect algebra answer. The process of teaching a student to recognize truths of life in fiction is, of course, a long series of continued efforts. It is better, however, to be straining toward a goal which is worth while; it is better to be forming an instrument for life than to be "doing time" in literature classes and hoping that the students will somehow know good from bad when they finish school, and that frequently they will consult reading guides put out by Catholic firms. Actually, we know that they will not even do that unless they have been critical readers in school and have formed the habit of caring whether or not a work is artistically good.

A Wholesome Habit

The habit of applying a measuring stick to literature can become intriguing to high school students. It can become something like applying a mathematical formula to a problem, and any skilled student likes to use formulas. Without spoiling the intrinsic beauty of literature one whit, a teacher can approach it analytically. The beauties of nature do not disappear under a microscope; in fact, some

do not really appear at all until the magnifying glass is focused on them.

The formula for evaluating a good short story, for example, could be set up in some fashion like this:

What is its theme, or basic revelation about life? Is that theme true to life?

Is the theme worth communicating? A story whose theme is trivial cannot be great, and we like greatness. Boys want to read about Rockne, not because he was a football coach, but because he was a great football coach.

Is the theme communicated forcefully, interestingly, through right characters, incidents, language?

Do the plot, incidents, character, setting, tone, and style, "add up" to the communication of the theme, to the solution of the problem, or did the author have to "cheat" to get the answers?

Allotting 20 per cent for each of the above general questions, although the second one obviously should receive more, what "grade" does the story rate?

I know that the above procedure can be followed effectively, because I have tried it—and with high school students. A huge circle drawn on the blackboard will enclose

the plot summary. If from the circle a pathway can be traced out into life, then the story stands a fair chance of being a good one. If the circle is closed and leads to no fuller understanding of life, then however beautifully its words are used it is not a story which will make one's mind richer in understanding. It is not a story of the first rank.

For Life

I believe that this approach to the reading of literature will have a carry-over into the evaluation and choice of fiction in later life. Then we teachers of literature will have done at least part of our duty. We shall have opened up the avenues of beauty to our students; we shall have developed a critical sense which will help the will make decisions; we shall have equipped our students to demand the right answers in the books they read. Then the lad in the classroom bent over a new novel will look up without embarrassment, handing his teacher a story which may keep her from making out a test that evening, but which will justify the literature course far better than test results could do.

A Survey of the Catholic Press

*Sister M. Charlotte, S.S.J.**

FOUR hundred million Catholics around the world can and do generate interesting news. Catholic newspapers tell of these gripping events. The Catholic press fights for God and country. What's doing in Catholic news all over the world and how Catholic newspapers "cover" that news are searchingly studied by our high school students during Catholic Press Month.

The means used first of all, to arouse interest in the study is a display of 25 to 30 diocesan weeklies, ranging from Boston to Los Angeles, from Seattle to St. Augustine, Fla., as well as the great Vatican City daily, *Osservatore Romano*. About the middle of January, members of the Catholic Truth Committee of the Sodality, write to the editors of diocesan weeklies throughout the country, requesting several copies for purposes of display, clipping, and class study. Of these papers enough copies of one of them, e.g., *The Tablet* (Brooklyn) to supply the largest English class, are requested each year. Since our parish is a one hundred per cent subscriber to our own diocesan weekly, *The Michigan Catholic*, each pupil can have at least three papers for the comparative study: his diocesan weekly, *The Tablet*, and the odd

papers from various parts of the country. Helpful material is also obtained from the press department of the National Catholic Welfare Conference. A weekly issue of the N.C.W.C. News Service is requested so that the pupils can see how this service is used by the staffs of the various papers, can see the same news item in widely separated weeklies, and finally come to realize the economy of such a service to weeklies all over the country.

Studying the Papers

As soon as the newspapers arrive, volunteer workers begin to prepare the exhibit which is to make the following ideas concrete: What the diocesan weeklies in the United States are producing in the field of journalism; what material is to be found in them; what newspaper sections of interest to the teen-age reader have been placed in the Catholic paper; what are the activities of our news-gathering agencies; and last, but greatest in importance, what is to be found in our own diocesan paper, *The Michigan Catholic*, sections of which are prominently posted.

Classroom study of the paper is conducted in the English classes. The outline used covers the following points: purpose of the Catholic newspaper; the history of the Catholic press as it grew out of a need of the Church in the United States;

contents of the typical Catholic newspaper; the news-gathering agencies and their activities. Papers are examined continuously throughout the study, evaluations made, and at the end, pupils are asked to choose from among those examined in the expectation that they have established some definite norms for judging the merits of a good Catholic paper.

Through the displays and classroom study the pupils are made to realize that the distortions of the daily press must be offset by the truth of the Catholic press, especially when moral issues are at stake, that timely topics, such as euthanasia, the A bomb, the H bomb, and the China problem, cannot be handled by a secular press.

Front-page news articles reported from all parts of the world by radio, cable, telegraph, or any other facilities used are brought to their attention. Attention is also focused on the feature articles by such well-known authors as Fathers Gillis, Lord, Schmeidler, and Higgins, Mary T. Daly, and Gretta Palmer. After seeing the articles on the actual news service sheets from the press department at Washington, pupils gradually realize how *The Boston Pilot* and the *Tidings* (Los Angeles), for example, can have the identical material without too much expense.

*Nazareth Convent, Nazareth, Mich.

Pupils realize that a world-wide coverage of Catholic news is possible every week to the smallest Catholic weekly because of our efficient news-gathering agencies. They realize that the smallest paper can have the news without sending highly paid journalists to all the key cities of the world.

National Services

The Catholic Picture Service issued by the press department provides a thrill. Pupils are at first bewildered to find, for example, a picture of a group of youngsters from New York in the *Northwest Progress* (Seattle). They really rated to have a photographer from Seattle travel to New York to see them in action. Surprise changes to realization that those children really made worth-while Catholic news of the week, worthy of being broadcast over the nation, as soon as the "N.C." in the corner of the picture is discovered.

It has never occurred to them that the news coming weekly to their homes has been collected from almost every continent. They find themselves asking, "How do we get this news from the Hague, from Switzerland, from Munich?" The answer to this question is such agencies as the National Catholic Welfare Conference News Service, Catholic Intercontinental Press, Fides News Service, Religious News Service, and other organizations to which Catholic newspapers subscribe.

In studying the history of the Catholic press in the United States, the students realize, perhaps for the first time, that throughout the formative stage of our Catholic press in this country, its main endeavors were of a defensive nature. They also learn that Detroit has a unique position in the history because our own Father Gabriel Richard made the earliest attempt at a distinctly Catholic press to explain the truths of the Catholic religion to its opponents.

After this study of the Catholic newspapers the students realize that it is the viewpoint that counts—that makes the big difference between Catholic newspapers and the secular papers.

The entire unit of study is completed by a detailed study of our diocesan paper. Preparation for this study is made by means of an attractive sectional exhibit of *The Michigan Catholic*. A detailed examination and study of the history of this paper then follows.

Class and group discussions, panel discussions, and various other devices adaptable to pupil participation are used frequently. A summarizing quiz finally brings the unit of work to a close.

By experimentation the teacher soon finds that the newspaper study is almost exhaustless. She finds that the study can be varied from year to year sufficiently to make it very interesting.

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THE CATHOLIC NEWSPAPER

I. Purpose of the Catholic Newspaper

- To spread abroad the truth.
- To satisfy the need for Christian principles and Christian living.
- To contribute to clean thinking.
- To keep burning the torch of religion and faith that people may freely worship Christ.
- To offset distorted news which the propagandist daily press is giving to the public.

II. History of the Catholic Newspaper in the United States—Need of the Catholic Newspaper Demonstrated by the History of the Catholic press in the U. S.

- Colonial period—Colonial press had an anti-Catholic bias; went unchallenged.
- Post-revolutionary period—newly

formed anti-Catholic bias of American press also went unchallenged.

C. Michigan Essay and Impartial Observer, printed in 1809 by Father Gabriel Richard, of Detroit, Michigan—earliest attempt at a distinctly Catholic press. *Purpose*: To explain the truths of the Catholic religion to its opponents. National in its tendencies.

D. Formative stage of Catholic press in U. S. (1822-40). Main endeavors were of a defensive nature. Anti-Catholic myths were gradually shattered.

1. *United States Catholic Miscellany*: Bishop John England of the diocese of Charleston, gave impetus to the Catholic press movement in 1822 with this, the first paper to treat of strictly Catholic doctrine. Bishop England knew that the Catholic doctrine was sadly misrepresented.

Purpose:

- To inform Catholics of the affairs of their coreligionists at home and abroad.
- To remove false impressions and erroneous ideas from the minds of Protestants.

Of the few journals both Catholic and semi-Catholic, in English or in foreign languages, the only ones surviving are:

a) *Catholic Telegraph* (Cincinnati) 1831, now called *Catholic Telegraph-Register*, one of the diocesan editions of the *Register*.

b) *Pilot* (Boston) 1836.

E. 1840-60: Catholic press definitely on the increase. Approximately fifty Catholic newspapers were inaugurated. Only five of the newspapers exist today. Of the surviving newspapers the following should be noted: *Pittsburgh Catholic* (Pittsburgh) 1844.

F. 1861-65: Civil War: With the advent of the war progress was halted. Practically no new papers were started, some already existing were forced to cease publication.

G. 1865 to present: Continual upward surge.

1. 1865-83—Approximately 120 Catholic newspapers were launched. Those which have survived are:

Catholic Citizen (Milwaukee) 1870

Universe (Cleveland) 1874

Catholic Tribune (St. Joseph, Mo.) 1878

Catholic Union (Buffalo) 1872, now the

Catholic Union and Echo

Catholic Sentinel (Portland, Ore.) 1869
Catholic Visitor (Providence, R. I.) 1873
Connecticut Catholic (Hartford Conn.)
 1876, now *Catholic Transcript*
Record (Louisville, Ky.) 1879
Catholic Messenger (Davenport, Iowa)
 1882

Michigan Catholic (Detroit, Mich.) 1883
 Up to the year 1900 many Catholic journals were inaugurated. There were also many failures because many dioceses were attempting to support more newspapers than they were able. In some cases first-rate papers were forced to give way to those of lesser merit. In 1875 even an attempt at a Catholic daily was made, although this endeavor was of short duration. However with each decade there have been fewer failures due in part to the interest of the hierarchy, shown especially in the encyclical letter of Leo XIII, the amalgamation of two or more pioneer Catholic papers as one organ (e.g., *The Register*) and the formation of press associations.

2. 1884: Second Plenary Council of Baltimore stressed the fact that Catholics should consider it a duty to support their own press.

3. 1886: *Catholic News* (New York)

4. 1887: *Catholic Light* (Scranton, Pa.)

5. 1893: *Catholic Times* (Philadelphia) merged with *Catholic Standard*; now known as the *Catholic Standard and Times*.

6. 1889: *Catholic Journal* (Rochester, N. Y.) and *Courier* (Ogdensburg, N. Y.); the two are now known as the *Catholic Courier and Journal*.

7. 1895: Encyclical "Longinqua Oceani," of Pope Leo XIII, remedied the most noticeable weakness of the Catholic press in the United States since the period of the Civil War. As a result, in the succeeding years fewer new publications were attempted. Consequently, this benefitted newspapers already in existence.

8. 1895: *Tidings* (Los Angeles)

9. 1898: *Catholic Sun* (Syracuse, N. Y.)

10. 1899: *Catholic Tribune* (Dubuque, Iowa) — much needed daily. It began in 1899 as a weekly. In 1914 it appeared as a semiweekly and in 1920 as a daily paper. It continued as such until 1942 when publication ceased.

11. 1910-20: Fifty-five new papers were begun, 31 of which are still being published. Among these are:

1905: *Catholic Register* (Denver) and the *Christian Home and School*, (Erie, Pa.) the latter known later as the *Lake Shore Visitor*. The *Catholic Register* of Denver was a successor to several pioneer Catholic papers in Colorado. The name was changed in the second issue to the *Denver Catholic Register*. Here was the forerunner of the present *Register* system.

1908: *Tablet* (Brooklyn)

1911: Catholic Press Association organized. The steady growth of the Catholic Press had shown the desirability of its formation.

1912: *Our Sunday Visitor*, a national journal which is now the official organ of nine dioceses and archdioceses.

1919: National Catholic Welfare Conference established. Its press department then took over and enlarged some of the activities of the Catholic Press Association.

12. 1920 to the present:

Fifty-four new Catholic newspapers have come into being, of which 51 are still published. Fourteen of these were established during the depression period, 1930-35, and only one of them has failed.

1925: *Register* system — national and diocesan editions of the *Register* first published. The system through its many editions now serves as the official organ of 31 archdioceses and dioceses.

Examination of Papers — Considerations

Note: Examine at least three weeklies of different kinds (e.g., your local weekly, the weekly from some other section of the country of which each member of the class has a copy, and one of the other available weeklies. When citing articles give: headlines, name of the paper, city of publication, and date.)

1. List ten articles which illustrate the purpose of the press. Tell how each does so. (Sample: *Catholic Superintendents Blame Teacher Organizations for Halting Federal Aid*, the *Register* (national edition), Denver, Colo., November 20. Purpose: To spread abroad the truth.)

2. History:

Give the dates of the establishment of the papers which you are examining. To what decade does each belong? Give some added facts about the history of each paper.

Contents:

3. How many foreign news articles are there in the three papers? Name at least five cities from which the foreign news came.

4. Name ten cities of the United States from which domestic news was received.

5. What news story occupies the extreme right on page one? (It contains what, in the editor's opinion, is the most important item of the week's news.) Compare papers from different parts of the country. Do the editors agree? Or does some very important local news crowd out articles of national interest and

importance? Is this news foreign or domestic? From what cities does it come? (Do you agree with the editor's judgment? Justify your opinion.) Is the introductory paragraph fair and is it a complete summary of the rest of the item?

6. Are the topics treated in the news articles of interest to Catholics as *Catholics*? List five examples of such articles.

7. On what pages are the editorial comments? Do they occupy the whole page? If not, what else is there? Sometimes the readers' forum finds place there. Is that the case with the papers you are examining? Is the editor a priest or layman? Give names of editors.

8. List ten feature articles. Are any of them duplicated in different papers?

9. Classify the feature articles as "lighter" and "more serious." Find three family articles (e.g., "At Our House," Mary Daly). What subjects are treated? List an article of interest to each of the following: father, mother, teen ager.

Gathering of News:

10. Do the weeklies which you are examining state with what news gathering agencies they are connected? Tell the connections of each.

11. How many articles are there in the three papers labeled "N.C.," "R.N.S.," "C.P.I.?"

12. Are the foreign and domestic cities, from which news came, important? Give reasons for your answer. Were reporters representing those various papers sent to get the news? How can you tell if an article labeled "London," for instance, was written there but not by a reporter from the paper where you found the item? How can you tell if the news was really "covered" by a reporter from the paper, which published the articles, even if the city of publication and the city where the news event occurred are perhaps, hundreds of miles distant from each other?

13. List 15 signed articles, giving writers' names and further identification, if possible. Describe the contents (e.g., sports, reviews of stage, books, etc., guidance material, youth columns, news, etc.). How can you tell if the news reporters are field correspondents? Give three examples, if possible.

14. Can you find any pictures that are in all three papers? If so, what does that indicate? Are they labeled? Are they provided by a news gathering agency? What late Catholic news is illustrated by each picture? Can you link articles with pictures? Give three examples, giving the headlines of the picture and of the articles.

15. If you find a column called "What's Right With the World" or a similar article by Father James M. Gillis, C.S.P., in two papers, what does that indicate? Feature articles must be issued some time in advance of publication to enable papers as widely separated to have the identical material or the same date. Is the material identical in your papers?

16. Find a Washington Letter in one of the papers. Describe its location in the paper. Is it a signed article? If so, who is the writer?

17. Find articles labeled so as to indicate how the news was gathered (by radio, cable, telegraph, telephone, or mail).

18. Conclusion: Which is your choice of the weeklies examined? Give reasons for your choice.



The first Catholic Authors Day will be observed throughout the country on February 20, 1951. Scheduled to become an annual feature of Catholic Press Month, the day provides an appropriate occasion to give thought to the invaluable service rendered the Church by Catholic writers. Posters distributed by the Gallery of Living Catholic Authors express the day's theme, "The pen is the voice of the soul."

Practical Aids for the Teacher

High School Activities For Catholic Press Month

Sister M. Immaculata, S.S.J.*

Catholic Press Month offers unlimited ways of advertising the library, and advertising the library brings profits in making "the whole man" that we are, as Catholic educators, striving to equip for adult life. If we make the library warm, vibrant with life, a place teeming with personality, a corner with atmosphere, we make readers among our youngsters. If we give them a feeling of welcome, an assurance of help with problems, a program of variety that keeps pace with their active spirits, we are making readers with habits which will continue through life.

The fact that every week and every month is devoted to some signal cause, makes the indifferent ones among our students turn first languidly, then again with awakened interest, when our displays announce that now—this month—is the time to investigate the Catholic Press more thoroughly. If everyone is doing it, well, the languid ones might as well look into it and see what is going on. Then give them so much to find, and so much to stimulate their interest, that the spark will be sustained and good reading will become a habit.

Some of the devices which we have used effectively with high school groups are not novel, but in view of the results obtained, would bear telling, for the sake of spreading the gospel of the Catholic printed word.

During one Catholic Press Month our Library Club of high school youngsters planned these assembly programs for various days.

Community Singing

The members of the Library Club wrote parodies on songs that were of the popular and perennially popular variety. The songs stimulated interest in Catholic reading. We were assured of good results in this community songfest by a practice on the preceding day, with a group selected from the glee club and the boys' athletic group. The varsity stars were pleased to be asked, and the support of the student body was strong when led by these male proponents of the Catholic Press.

The school cheer leaders improvised a few rousing cheers for the Catholic Press, which they also practiced with the "control group." Result: the cheers were indeed rousing!

A Skit and a Talk

The members of the library club worked on a prepared book script as their foundation and introduced titles and authors in Catholic reading which were to be found on our li-

brary shelves. The books were of all classifications.

At the invitation of the library club, the librarian of the public library consented, with her unfailing friendliness, to address the students. Since she was the head librarian, her very presence gave a certain air to the assembly. If she considered the occasion important enough to come herself, then her talk merited the whole attention of the student body, and that is exactly what they accorded her. Her talk was delightful because she radiated her liking for people, and her interest in their reading; she beckoned the readers down a variety of avenues of reading. The particular students chosen to introduce the speaker, thank her, and conduct her through the school, especially through the library, had never had the opportunity of officiating at an assembly in this way before, so that their membership in the library club which made this assembly possible, assumed an added prestige.

A Book Fair

An adult study group of the parish sponsored a book fair in which our library club was asked to co-operate. We decided that the high school students would act as guides in conducting the public to the various book stalls and exhibits. The students each prepared from three to five thumbnail sketches of the books at the stalls assigned to them. These sketches they wrote themselves after refreshing themselves on the books, or reading them for the first time. Since they had a month or so in which to prepare their book talks, they were not burdened with the task. When their sketches were written we had some special meetings of the library club at which the members submitted their sketches for the criticism of the group. When they appeared at the book fair they were able to perform a creditable service which was satisfying to themselves, stimulating to the public, and very gratifying to their parents and teachers.

Talks by Students

In the English classes informal book talks were prepared by the students. Some chose their own method of presentation; some followed suggestions of the teacher or fellow students. They embodied such a variety as: a sales talk given by a clerk in a bookstore to a prospective customer; a dialogue between two students arguing the relative merits of books they had read; a monologue in which a visitor to a hospital tells the patient why this particular book was chosen to bring him

cheer; a conversation between two girls, one of whom had been kept waiting while the other finished a book that she "just couldn't put down"; a telephone conversation which extols the merits of a current book; the musings of a fortune teller who predicts a great future for some Catholic books.

Various Contests

The ever popular quiz program was turned to good account to quiz our studio audience, the school assembly, on Catholic books. The questions were formulated by a committee who chose their questions to concur with a list of Catholic books in our library. The questions were cleverly worded. Since the same list had been distributed to the student body at the beginning of Catholic Press Month, the quiz masters had a lively and responsive audience.

Bulletin board displays for this month featured clever artistry to point up book jackets of Catholic books in every field of reading.

Two contests were sponsored by the library club: Each day for one week five pictures, the work of some of our art students, were displayed on a designated bulletin board. Each picture suggested the title of a book in the library. The pictures were attractive and not too abstruse in the message they had to tell of the title they represented, but they sent inquisitive contestants to the card catalog, which is just where we wanted to lead them. Three days after the last pictures appeared, the lists of titles were due. Prizes of current Catholic books were awarded the winners: one to the boy and one to the girl having the greatest number of correct titles. The title contest was limited to the juniors and seniors. For the freshman and sophomores we featured a *Who Am I?* Contest.

Five descriptions were posted each day for five days, of book characters from the Catholic books in our library. The contestants tried to identify the characters from the descriptions, and entered their answers in the contest three days after the last pen pictures appeared. The boy and the girl having the greatest number of correct characters on their entry each received a book prize.

Even as I recall these activities in putting them on paper, I recapture some of the enthusiasm that fired our students during these Catholic Press Month activities. It was an enthusiasm contagious and lasting, that was reflected in greater library friendliness and better reading habits.

These Press Month activities were carried on at St. Mary's Academy in Dunkirk, N. Y., when I was Librarian there.

CONTESTS

Catholic Short Story Contest

A thousand dollars in cash prizes to Catholic writers will be made in the spring as part of the 1951 Literary Awards of the Catholic Press Association of the United States. For details, contact James F. Kane, The Catholic Press Association, 120 Madison Ave., New York 17, N. Y.

*Librarian, Mount St. Joseph Teachers College, Agassiz Circle, Buffalo 14, N. Y.

The Written Word— Does It Make Any Difference?

Sister Henry Suso, O.P.*

CHARACTERS: Tom, Fred, Spirit of Catholic Press, Pagan Teaching, Epistles of St. Paul, Darwin, *Summa Theologica*, Freud, Lives of the Saints, Bad Comics, Good Comics, Marx, Christ.

Scene I

[Scene opens with Fred putting up pamphlets around a poster that encourages good reading.]

VOICE FROM WITHOUT: Hi, Fred, are you ready to go skating?

FRED [wearily and with some disgust in his voice]: Naw—not quite—I have a few more of these books to put up.

Tom [entering]: Still at it, eh? February is here and so it's Catholic Press Month again. We go through the same old routine—a week or two of high pressure advertising to read good books and then—puff—it all blows over and we are back again where we started.

FRED: Yeah—Sometimes I wonder what good it really does—who cares very much one way or the other—but as Sodalists we should try to promote the good cause so—up go the pamphlets and books regardless!

Tom: Well, you have blind faith anyway—that is more than I can scare up—why, we are such a little drop in the bucket—no one will ever hear much of St. Mary's School observing Catholic Book Week—even if we did read a few good books (which most of us don't take time to do!) and kept away from the bad ones, what would it mean to the people in—in—Traverse City, let's say!

FRED: I suppose you are partly right but how can a best seller get going? There must be a lot of little places like Lake Leelanau; and put them all together and what have you?

Tom: A million bucks for the author!

FRED: Sure, and if the book is a bad one a crooked mind, a dead soul, and a perverted conscience for a multitude!

Tom: Oh that sounds a bit stretched, Fred, after all, people with thinking minds don't bite so easily.

FRED: I can't see it either, but that is what they tell us—Now if there were some law against bad books—why bingo—No more Catholic Press weeks!

Tom: Freedom of the Press, my boy! Freedom of the Press—Then don't forget everyone doesn't think as we do—what's wrong for us is O.K. for them—or so they say—

SPIRIT OF CATHOLIC PRESS: That's right boys—Sometimes those poor deluded creatures think that they are right—and so what we need is an infallible Source to tell us what the straight road is.

Boys [together]: Why! What! Who are you?

S. OF THE C.P.: I am the Spirit of Catholic Press and I think it's about time to show you a few things—from the way you fellows talk, you need a bit of enlightening. Would you care to see my little show? Let me call on some of my book friends that did so much to conquer the enemy.

Scene II

[Boys and S. of the C.P. enter.]

SPIRIT: Today I call myself the Spirit of Catholic Press but I am much older than the press—I lived from the very beginning of the art of writing and I like to think of myself as the flaming torch of truth. The Written Word has been the greatest molder of men's minds and actions—next to speech and example. You think that it doesn't matter one way or the other what is printed and what is not? Just let some of the books themselves do a bit of talking! Look what comes now!

[Enter Pagan Teaching.]

Boys: Who are you? We have not seen you around our bookshelves or libraries very much—

P.T.: No, I guess you wouldn't because the ordinary reader of today wouldn't be very interested in such names as Plato, Zeno, or Epicurus—so in the twentieth century I am one of those sugar-coated fellows. Although I've had my day—Ha! and what a day! my stoic victims were brutes with their unfeeling temperaments to say nothing of the Epicureans who taught that gluttony in eating and drinking was man's highest ambition! Many a sad hulk of humanity I have led to the butchers by making him believe these things!

Tom: Rather a cheerful fellow, eh? Can't say I would like to get tangled up with him.

FRED: Neither would I—what he needs is an opponent—but where would we find one—Oh, Oh, look at him go!—what comes now!

[Enter Epistles of St. Paul.]

EPISTLES: Pagan Philosophy knows when he is beaten—that's why he went so quickly—I am the teachings of St. Paul and when this great master wrote his letters to his churches telling them how they were to live—Mr. Pagan Philosophy—as you would say in modern parlance—didn't have a leg to stand on. My words and lessons are just as fresh today as when they were written 2000 years ago because human nature never changes, and St. Paul surely knew the heart of man.

Tom: Seems to me I sort of remember you a bit—you are called the Epistle in

the Mass but I guess I have never paid very much attention—

EPISTLES: That's just the trouble—people take me for granted and never give me a second thought but there have been some, whose whole life was changed when they read me—one of my greatest victories was Augustine. Do you know him?

FRED: Some old, ancient bishop wasn't he?

EPISTLES: Bishop he was, but not so old and ancient as you think, my boy! You can find the likes of him roaming in many places today—though I doubt whether many minds can cope with his—*there was a scholar for you!* Brilliant beyond the dreams of most men—sought for in the world's greatest seats of learning—followed by his pupils who looked upon him as a sort of demigod—but—poor Augustine, in his own eyes he was a wretched slave to his own passions—helpless and chained—One day, miserable and unhappy, he wandered into his beautiful garden—I was lying there on a garden bench—it looked quite accidental—he picked me up and began to read—then like a bolt of lightning my inspired words penetrated his soul. And from that moment Augustine was changed from sinner to saint—just read your Mass Epistles a little more carefully from now on—[Exit].

Tom: I guess we have been rather careless in this matter.

FRED: Look at this ugly thing arriving—looks like an enemy henchman.

[Enter Darwin.]

DARWIN: Yes, the devil tries many tricks even though he knows each one will meet his "Waterloo"—but I caused quite a stir while I lasted—and the devil knew that the best time to set me going was in this modern age of science, when man got so puffed up with his knowledge and inventions that he began to pat himself on the back and think he was self-sufficient—then that is when I came in;—if man were all sufficient then he must also be the highest being. So God, and the soul and eternity had to go out the back door and in through the front door came man's venerable ancestor—the monkey! Doesn't make sense does it?

[Enter Summa Theologica.]

SUMMA: I'll say it doesn't and it didn't take long for me to prove it either!

DARWIN: Who are you?

SUMMA: I am the *Summa Theologica* of St. Thomas Aquinas. My crystal clear arguments can put all your monkey business to rout! Until you will wish you were a monkey yourself. If this monkey business didn't cause many a blighted man to lose his soul we could laugh at such nonsense—but, thank God, I was at hand to overcome you in the battle—Man is powerful indeed—he can move great mountains and span large rivers but he cannot so much as produce one tiny golden dandelion in the spring!

Now get out! [Both Exit, Summa chasing Darwin.]

Freud: Dear, dear what a lot of excitement those two cause—always arguing. My doctrine surely couldn't be bothered with such

trash — as I always say — go the way of least resistance.

TOM: As far as I can see you are a new one to me —

FRED: Me too, I can't say that I have ever heard about you.

FREUD: No you wouldn't in high school, but it's at the college level that I go prowling around for my victims — I teach a doctrine that is very acceptable to university students — I tell them that there is no use to try to battle against their lower nature — that they should give free reign to all the lowest instincts in them because they can't do anything about it anyway — so free love, unbridled passion — it's all O.K. so long as they don't get into a police court — Ha! Ha! and do they ever fall for that line — until — they reach the state my master waits for — then, do we ever reap a fine harvest — mostly in suicides, for when a man finds himself so degraded, so despised, so outcast from human society he thinks there is nothing more to live for, so having blunted his conscience toward the all merciful God he commits the unforgivable sin of killing himself — yes, indeed, I have enticing bait but Oh! — the payoff!

TOM: That's awful! Isn't there something that can be done about it?

FRED: The Catholic Press must certainly have something to set off this filthy thing!

[Enter Lives of the Saints.]

LIVES OF THE SAINTS: And so it has, boys; for I represent those heroes and heroines who have waged battle with themselves and who now shine like the stars in glory and splendor! The saints of God's Church give us concrete examples of how beautiful life can be when lived according to God's law and there are no more interesting books that you can read either — high romance, great adventure, gigantic heroism — why they have the best sellers beat any day — let me tell you of just one instance where I played such an important role — It was a way back in the seventeenth century. A great soldier lay on his bed wounded — he was a nobleman in name and in deed — he gloried in his strength of arms and now that he was prostrate with a broken leg. He was a pretty bad patient I can tell you! The days were long and hours dragged by — he asked for some books to read and was told that the only thing in the castle was some lives of the saints. Far from relishing them he picked up the books, however, and began to read — if I tell you who he was you will not need to be told the outcome — his name is Ignatius Loyola — and from being a soldier in the king's royal army he became a soldier in Christ's army and left an organization that spans the world even today, fighting for the cause of Christ and His Church. These followers of Ignatius are called Jesuits — a name you all know — and all this because Ignatius read a book called "The Lives of the Saints" — Try me out sometimes — there will never be a dull moment — Good-by.

TOM: Boy, have I passed up those pious looking books in the library — It might not hurt to try one out sometimes.

FRED: I guess I won't wait for a broken leg either. Oh! Oh! Look at that idiotic thing coming —

BAD COMICS: Must be you are a little more snooty than my usual customers — but then I won't complain for I am published for minds that border on the moronic level — Yes sir! we provide for all stages — low intellects that could never grasp Darwin or Freud find a real paradise in my gaudy pages — not much reading is required because I am mostly pictures — and what pictures! Even a moron can learn the latest methods of crime and horror acts! Oh — my business is very good — there must be an awful amount of small minds in the country the way they buy me! And talk about results! Wow! Just a couple of weeks ago I chalked up a double murder by a chap whose intelligence was that of a moron — You — we're making millions and what a harvest for hell is being reaped at the same time.

TOM: Wow, I didn't know that the comics were that bad! I'll have to get rid of those I have around the house — and quick!

FRED: Me too —

GOOD COMICS [entering]: Don't only get rid of the bad but if you must fill in, why get me, I'm always at hand with the true stories of great men and women, and my pictures are just as good as his. If you supported me more we could run this evil idiot right

out of town. He is one local type of literature we can boycott right in Lake Leelanau — dig in and get to work on it!

[Enter Marx — Boisterously and noisily.]

MARX: Ach! Ha! Small fry — all of you! —small fry — It takes me to rule the lot of you — No you don't know me by that name of Marx, but in me is the seed for World Communism — heard enough about that haven't you? — Oh — it won't be long now before I have the whole world under my heel and when I get it there I will crunch it to the dust! no more human rights — the state is all powerful and human life means nothing — nothing — my workers are ready to spend 24 hours of the day spreading me like a burning flame throughout the earth and the more I burn the bigger my appetite gets! — because I am fired by the very devils of hell. Nothing stands in my path now — I am supreme — [almost screeches this].

A DEEP REVERENT VOICE: O foolish and proud of heart — like the grass of the fields you will have your day — but soon you shall wither and be burned — I am the Way, the Truth, and the Life — in Me alone you have the words of Eternal Life — Heaven and earth will pass away but My words will never pass away.

[Marx slinks off the stage and the Cross with the Gospels comes forward.]



Catholic Press Month, 1950, at St. Xavier's School, Junction City, Kans.
Sisters of St. Joseph in charge.

George Washington's Trust in Divine Providence *Mary Schorn**

In our times, when the United States is troubled from within and without by the atheistic, materialistic ideologies of foreign countries, it is salutary for all of us to review our own American ideals and traditions, and to bless the Providential Hand that gave them the chance for birth. Our American Way of Life did not just happen. It did not spring from the activities of a minority group. It is not the blueprint from the pen of mere political theorists. It had to come from the heart and faith of a people. Our ideals and traditions were given influence by our leaders, our national builders, not the least of whom is George Washington, the "Father of Our Country."

Repeatedly in his writings Washington reveals himself to be a thoroughly moral man capable of heavy reliance on Providence to obtain the good things necessary for himself and his beloved country. No occasion was too great or small in which Washington was unable to discern Divine Guidance. To that Guidance he gave thanks for everything from the success of a tobacco shipment to a successful battle.

In the early days of the Revolutionary War, Washington was faced with the difficulty of gathering the defending force. The states had promised men and the net result was a lot of undependable militia. When these men had served their terms, most of them chose to return home rather than defend what they believed a hopeless cause. However, their commander-in-chief wrote to his stepson Jack Custis, "How we shall rub along until the new army is raised, I know not. Providence has heretofore saved us in a remarkable manner, and on this we must principally rely." He never gave up even though public indifference to his sacrifices on behalf of the people was heartbreaking at times.

Washington realized that the recipients of Providential aid must be deserving of help. Hence one finds in his general orders to the army specific admonitions against blasphemy, cursing, and obscene language in the ranks, warning that the forces could not expect heavenly blessing on their cause if they continued to insult heaven with impieties. In these matters he expected his officers to take the lead and set good example to their men. Often in the general orders he set times for Mass attendance at divine worship (the officers to take the lead, of course) advising that, "While we are zealously performing the duties of good citizens and soldiers we certainly ought not to be inattentive to the higher duties of religion. To the distinguished character of patriot, it should be our highest glory to add the more distinguished character of Christian."

*1620 Vinsetta Blvd., Royal Oak, Mich.



George Washington from a portrait by Gilbert Stuart. Photo, courtesy of the National Gallery of Art, Washington, D. C.

In the progress of the war Washington passed through some tight situations, with the balance of munitions and man power weighing against him. When a particular battle was over with the American army in control of the field, Washington always had one stock explanation: "Surely the Hand of Providence was here." Thus he commented at the successful siege of Boston. Shortly after the Boston encounter the British were enjoying a nervous hold on New York, daunted by Washington's spectacular successes and dismayed by the demoralization of the men in their own army. Viewing this decay of force in the great British army Washington wrote, ". . . the offending party in the beginning is now reduced to the use of the spade and pick ax for defense. The Hand of Providence has been so conspicuous in all this, that he must be worse than an infidel that lacks faith, and more than wicked, that has not gratitude enough to acknowledge his obligations."

Although he felt America to be under Providential protection, Washington warned constantly against lazy attitudes and a policy of sit-back-and-take-it-as-it-comes. He urged Congress and the people to make greater efforts to unite.

Public virtue and welfare Washington knew walked together, and the lack of virtue grieved and angered him. In a stirring letter to Lund Washington written May 29, 1779, he expressed himself strongly on the subject, saying that, if Providence had defeat for him, he could only hope to have the fortitude to take the blow without murmur. However, he could not and would not stand for the practices of monopolizers and speculators who

were giving aid and encouragement to the British, thus prolonging a war destructive to the lives and property of the "valuable part of this community," which he was positive could have been ended the previous autumn, had it not been for that encouragement.

Both the public and private life of Washington set many traditions in our American Way of Life, traditions of morality, religious attachment, hard work and planning, trust in the future, courage in time of stress, and—faith in God. Although today the United States is the greatest nation in the world, we her citizens must endeavor to realize we are not supermen, but children of God, dependent on His goodness. Washington knew this dependency to be a reality and drew strength to himself from Providential goodness.

Washington's standards must not be labeled old-fashioned. They are the American tradition and it is to our national glory that they were set by a great man noted for his intelligence, common sense, good moral character, and nobility of soul; a man to whom most of our contemporary politicians are unable to hold a candle. On the discovery of Arnold's treachery Washington stated: "The Providential train of circumstances which led to it affords the most convincing proof that the Liberties of America are the object of Divine Protection." Our prayer today should be, "Please God, let it stay that way."

RELIGION, KEY TO DEMOCRACY

The United States owes its existence to religion, the supreme court of Florida has declared. The court stated that democracy as we know it is impossible without religion. The statements were made in handing down a unanimous opinion that building restrictions for business enterprises cannot be applied against churches or schools if they impose undue hardship. The opinion and decision involved refusal of the city of Tampa, Fla., to issue a permit to Jehovah's Witnesses to build a church. The refusal was upheld by the circuit court and reversed by the state supreme court. The permit was denied on the grounds that the religious organization did not provide adequate offstreet parking facilities as required by city ordinance. The court said denial of the permit for construction of the church was "arbitrary and unreasonable," and there was no showing that the city ordinance has any relation to the "public health, morals, safety, or welfare."

TEACHERS ASK RED BAN

The New York State Teachers Association, which has 47,276 members, urged recently that Communist teachers be barred from employment in the schools. The group agreed that Communism should be taught in the schools to warn the young Americans of its dangers, but that this study of the subject does not constitute an endorsement. The state group contended last year that a public school teacher does not have the right to advocate the overthrow of the government by unconstitutional means or to indoctrinate children with subversive views.

A Lincoln Program for Stage or Classroom

Sister M. Jolene, F.S.P.A.*

A study of Abraham Lincoln as subject matter of literary types afforded a profitable unit in an American literature class. The types studied included biography, *The Prairie Years* by Carl Sandburg; anecdotes and stories about Lincoln; the formal essay by Lincoln; and forms of poetry. The poems given particular emphasis and study were the elegy "O Captain My Captain" by Walt Whitman; songs, "Lincoln and Liberty" and "Old Abe Came Out of the Wilderness" from *The American Song Bag* by Carl Sandburg; the ode "Lincoln the Man of the People" by Edwin Markham; the lyric "Anne Rutledge" by Edgar Lee Masters, and the dramatic monologue "A Farmer Remembers Lincoln" by Witter Bynner.

The unit not only widened the knowledge of the students concerning our national hero, Abraham Lincoln, and the reaction of the nation toward him, but also deepened the appreciation of the students for American literature through the study made of American authors, their noted writings, and the use of forms, figures, and symbols in literature.

As a practical conclusion to the unit, a skit in the form of a preliminary round-table discussion on the literary subject matter studied was given as a Lincoln program.

[Twelve (more if desired) students are seated around a long table to the left of the stage.]

RITA: Students, it is for us to prepare a program for Lincoln's birthday. Who has an idea?

JEAN: Let's make it a round-table discussion about Lincoln and have a preliminary practice now.

JOHN: That suits me fine, for it's the quickest way out.

RITA: Who's going to start?

MARY: Let someone tell why we celebrate Lincoln's birthday.

MARK: That isn't hard for anyone to answer who knows history. Abraham Lincoln fought and gave this land of ours a new birth of freedom. He left us a nation united in the belief that all men are created equal.

MERIL: That is reason enough to celebrate anyone's birthday.

MARK: Right you are! But it just wouldn't seem like Lincoln's day if we wouldn't reflect that he, mighty president that he became, was born in a log cabin on the Sunday morning of February 12, near Hodgenville, Ill.

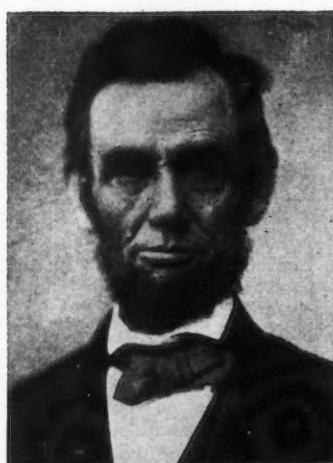
JOHN: Well said. His first seven years passed quickly and all too soon he suffered from school days.

CLARE: Oh! Abe liked to go to school even if it was another log cabin.

JOHN: Do you suppose Lincoln was ever tardy?

CLARE: Never!

*Cathedral High School, Superior, Wis.



PAUL: And he walked four miles in any weather to get there.

DAVID [rising and walking to right of stage. He carries a chair and places it to face the audience]: Let's just imagine this a schoolhouse made of logs, with a dirt floor, no window, and just one door. Mark, you recite the ABC's. Meril, say the tables of two. [Each student carries his chair and places it to form a double row of three chairs facing the audience.]

PAUL: I'll say the tables of seven.

CHARLES: Let me read from my book.

DAVID: I'll review the necessary spelling words.

JOHN [rising, stating boastfully]: And—most important—just imagine one of us boys Abraham Lincoln.

CLARE: We'll need a strong imagination to do that.

DAVID: Now when I say start, study out loud all at once. All ready. Start! [All the boys study out loud for a time. The girls stop their ears and look at each other.]

GIRLS: Mercy!

OTHER GIRLS: Goodness!

ANN: What do you call this?

MARK: A regular "blab school."

ALICE [giggling]: And no girls were in it.

ANN: How could anyone learn anything that way?

JOHN: I don't think our teachers would let us try it.

DAVID: I don't know, but Lincoln learned that way; and he learned much, too, from travelers who passed by his log cabin home—scientists, soldiers, peddlers, and even congressmen.

MARK: Abraham Lincoln grew hungry to know the meaning of big words.

JOHN: I've never had a relish for them.

CLARE: That is easy to understand.

MARY: Lincoln had but one year of education in a schoolhouse.

JOHN: That's where I would find it easy to imitate Lincoln.

CLARE: No imagination required there.

MERIL: But Lincoln kept on educating himself.

MARK: He would always say, "The things I want to know are in books. My best friend is the man who'll get me a book I haven't read."

RITA: I read that Lincoln walked as far as twenty miles to borrow a book.

PAUL: He was always digging into books.

MARY: Our teachers and parents would like to hear us say that.

DAVID: This is the way he used to study. He would stretch out flat on his stomach and work by the light from the fireplace with a piece of charcoal on the back of a shovel until midnight and after midnight.

ALICE: Abraham knew how to use that shovel for other things, too.

JOHN: Just like I do—sometimes. He worked hard at planting, hoeing, carrying water, filling the woodbox, and emptying the ashes.

JEAN: And don't forget he earned his board, clothes, and lodging by splitting rails.

PAUL: One time he split 1400 rails for three and a half yards of brown jean to make a pair of trousers.

CHARLES [placing his hat on]: Lincoln had some fun, too; he was something of an athlete.

MERIL: He was known as the "champion rassler."

DAVID [knocks off Charles's hat]: Lincoln was a champion at knocking off hats. He could so easily do it. He was six feet nearly four inches tall when he was only seventeen.

JEAN: Yes, his stepmother told him to keep his head washed or he would be rubbing the dirt on her whitewashed rafters.

MERIL: As soon as Lincoln became of age, he left his log cabin home and worked in Denton Offutt's store at New Salem.

ANN: That's where women started to play a major part in Lincoln's life.

MARK: I wouldn't say that. Remember his words: "All that I am and all that I hope to be I owe to my mother."

JOHN: I guess you're right. All of us can say that.

MARY: But, you'll have to admit Anne Rutledge did influence his life.

JEAN: Why, yes, Abraham even planned to marry Anne, but she died shortly after their plans were made.

MARK: Anne really inspired Lincoln with courage to realize his desire to help the Negro. She was a sensible girl.

CLARE: The influence Anne Rutledge had in

the life of Lincoln inspired our American poet, Edgar Lee Masters to write a poem about her speaking from the grave, as it were. [Clare rises, comes down center, and recites opening lines of the poem.]

PAUL: But New Salem meant still more to Abraham Lincoln than his friendship with Anne Rutledge. He met more people and had a chance to get more books.

JOHN: He even learned grammar at nights from a teacher.

CLARE: That's just another of the many ways in which we can imitate Lincoln: study our grammar at nights.

CHARLES: Lincoln also possessed a little of the worldly wisdom of the day that was not found in books.

ALICE: For instance?

CHARLES: The superstitions: [All the boys laugh. They enjoy immensely recounting them.]

MARK: That's right. Potatoes, growing underground, must be planted in the dark of the moon.

PAUL: While beans, growing above ground, must be planted in the light of the moon.

DAVID: The posts of a rail fence would sink in the ground if not set in the dark of the moon.

JOHN: If in planting corn you skipped a row, there would be a death in the family.

MARY: Come now. That's enough of that. [Boys go on hurriedly.]

MERIL: If you killed the first snake you saw in the spring, you would win against all your enemies that year.

CHARLES: If the sun shines while it is raining, it will rain again the next day.

PAUL: Birds and hens singing during the rain indicate fair weather.

DAVID: If roosters crow when they go to roost, it is a sign of rain.

MERIL: The first thunder in the spring wakes up the snakes from their winter sleep.

JEAN: Oh! who cares!

CLARE: Please, stop this nonsense!

ANN: We're just wasting time.

JOHN: Just one more. When chickens get on a fence during a rain and pick themselves, it is a sign of clear weather.

RITA: Lincoln had a great longing to help the enslaved Negroes.

MARK: That's correct. He was eyewitness to their mistreatment. When he was eighteen he took a trip to New Orleans on a flatboat. There he witnessed a slave auction. Negroes, poor human beings, valued no more than animals. He said to his companions: "Boys, let us go away from here; if I ever get a chance to hit slavery, I'll hit it hard!"

MARY: Hurrah! Let Lincoln live today to fight racial hatred and to acclaim the just cause of the Negro.

PAUL: Edwin Markham's poem "Lincoln, the Man of the People" is a cry for more leaders like Lincoln. [Rises and goes up center. Recites "Up from log cabin to the capitol," etc.]

ANN: Lincoln became our president, our great captain, in 1861.

ALICE: His immediate preparation was prac-

tice as a "fair and square" professional lawyer.

CLARE: Yes, and in his profession as a lawyer he applied his knowledge of Shakespeare's plays in gaining great insight into human characters.

CHARLES: Can't you just see Abe Lincoln, a prominent politician and lawyer, wearing a tall, stiff, silk "stovepipe hat" nearly a foot high?

JEAN: That stovepipe hat carried the letters, newspaper clippings, deeds, mortgages, checks, and receipts.

JOHN: In spite of all the business Lincoln had to take care of, he always remained a storyteller.

MERIL [seated at left end of table where his legs can be conspicuous to the audience. He demonstrates as he tells]: When the main laugh came in his stories, he would put his arms around his knees, raise them to his chin and rock to and fro.

DAVID: Friends were gossiping in Lincoln's presence on what they considered the proper length of a man's legs, and finally appealed to Lincoln. "Abe, what do you think about it?"

Lincoln had a faraway look, as he sat with one leg twisted around the other, but he responded to the question: "Think about what?"

"Well, we're talking about the proper length of a man's legs. We think yours are too long and Douglas' too short, and we would like to know what you think is the proper length?"

"Well," said Lincoln, "that's a matter that I've never given any thought to, so, of course, I may be mistaken; but my first impression is that a man's legs ought to be long enough to reach from his body to the ground." [All laugh.]

ANN: Do all of you know that song his buddies sang when Lincoln was elected?

ALL: Surely we do.

JOHN: It's a rough and ready song.

MARY: Let's sing it. [Students rise. Sing "Hurrah for the choice of the nation!", etc.]¹

JOHN: We boys know another little ditty. Come on, boys!

[Boys rise and form a group to the left of the stage. They sing "Old Abe Lincoln came out of the wilderness." Sing the entire song twice]:

MARK: Once elected the President, Lincoln could fulfill his desire to hit slavery hard.

CHARLES: Lincoln maintained that if the

¹For the music and words refer to *The American Song Bag* by Carl Sandburg.

Negro is a man, and all men are created equal, that there can be no moral right in one man making a slave out of another.

DAVID: The Civil War will always be connected with Lincoln's presidency, but better still will we remember his words after the Civil War. [Rises, comes up center]:

"With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan — to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations."

RITA: Five days after the Civil War victory at 8:18 p.m. Lincoln was shot in Ford's Theatre by John Wilkes Booth, an actor.

CLARE: Long and deep did the nation mourn the death of its hero and captain.

ALICE: Every dummy clock is still set at 8:18 to commemorate the tragic death of the American strong man, Abe Lincoln.

MERIL: These words of Walt Whitman in "O Captain My Captain" expresses well the reaction of the nation: [Rises and down center. Recites "Here Captain! dear Father!" and three lines following.]

PAUL: Who could forget Lincoln? [Rises, comes down center. He is dressed in overalls, wears a straw hat as he walks to center.] Witter Bynner places these words on the lips of a farmer: [Removes hat when he speaks. Recites from "A Farmer Remembers Lincoln" by Witter Bynner.]

MARY: Our American literature expresses well the reaction of the nation to our great leader Lincoln. No single American has been the subject of so much writing as Abraham Lincoln, the American strong man, whose literary symbol is the sturdy oak.

CLARE: In 1925 a bibliography on Lincoln as subject matter of literary works totaled 2680 separate items.

DAVID: In biography, in story, in essay, in lyrics, dramatic monologues, in elegies and odes, Lincoln is the most written-of man in our history.

RITA: In the spirit of Lincoln let us pledge allegiance to the flag. [The flag has been placed on the stage right corner. All rise and give the flag salute. The singing of the "Star Spangled Banner" by all present is optional.]



School Cafeteria.

— G. C. Harmon

A Patriotic Program

The Story of America

*Sister M. Faith, O.S.B.**

[This little "pageant" may be done as a radio program. If it is staged, the speakers can achieve dignity and some "character" by wearing choir robes. An ingenious director can "costume" them. I wasn't ingenious. Speakers enter as they are introduced by the reader, then remain after their speeches.]

READER: The story of America is the story of men who believed in God and in the freedom which God has given to men. It is a story which centers about great ideas and great courage, and about great names — like Patrick Henry, John Carroll, George Washington, Abraham Lincoln, and the thousands of ordinary men and women who believed in an ideal.

Today as we meet here to commemorate two great men of the month of February — Lincoln and Washington — we shall stop for a moment to hear the rush of voices which tell the story of freedom in America.

It is October 11, 1492. On the shore of an unknown land beside a stormy sea the words of Christopher Columbus — tense and reverent — break the gray dawn.

COLUMBUS: I claim this land for her Majesty, Isabella of Spain, and I dedicate it forever to the Virgin Mother of God, in the Name of the Father and of the Son and of the Holy Ghost.

READER: Two hundred years pass. The words of Lord Baltimore speak a message for which Americans shall forever be grateful:

BALTIMORE: In this colony of Maryland there shall always be freedom of worship for anyone who reverences the true God, the Holy Trinity, and the teachings of our Lord Jesus Christ. No people shall be persecuted for religion here, but the oppressed shall forever find a haven in our Lady's Colony — Mary Land.

READER: Almost another hundred years pass. Then in a meeting of the Virginia House of Burgesses, a young man rises to challenge the tyranny of George III and to demand freedom for the Colonies.

PATRICK HENRY: They tell us, Sir, that we are weak . . . [to the end of the Liberty or Death speech. In fact, Patrick Henry can give as much of the famous speech as his impersonator can learn because it carries itself.]

READER: Patrick Henry's voice has scarcely died away when the pen of Thomas Jefferson proclaims to the world that a new nation — a free nation — is born:

JEFFERSON [may read his from a scroll]: When in the course of human events . . . We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable

rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

READER: George Washington, patriot, soldier, and president, was no orator. But he was a leader whose quiet measured words thrilled the ragged Continental Army to victory. He speaks to his troops before the battle of Long Island:

WASHINGTON: Liberty, property, life, and honor are all at stake. Upon your courage and conduct rest the hopes of our bleeding and insulted nation. Every good soldier will be silent and attentive, wait for orders, and reserve his fire until he is sure of doing execution.

READER: The war was won. Independence was won, and into the charter of American government, the Fathers of the Constitution wrote the Bill of Rights. Remembering Baltimore and his charter of religious freedom, they included freedom to worship in their list of American rights. James Madison pushed through the work on the mighty document which proclaimed to the world:

MADISON [reads first three or four amendments of Bill of Rights].

READER: Twenty years later. In Paris, Charles Cotesworth Pinckney speaks to the French minister Talleyrand.

PINCKNEY: War be it, then; millions for defense, Sir, but not one cent for tribute!

READER: War came, but not with France. Americans fought in the war of 1812 against the British for their impressment of American seamen. From a ship in the Great Lakes, comes a voice which brings courage to a country and announces the rising strength of the American navy.

PERRY: We have met the enemy and they are ours: two ships, two brigs, one schooner, and one sloop. Yours, with great respect and esteem, Oliver Perry.

READER: America's growth continues not only during wartime but in peace. The voice of Andrew Jackson speaks a principle which echoes like a prophecy down through the ages:

JACKSON: As long as our government is administered for the good of the people, and is regulated by their will; as long as it secures to us the rights of persons and of property, liberty of conscience and of the press, it will be worth defending.

READER: America tested her spirit of union in four long bitter years of Civil War. Before the guns of Sumter had sounded, the words of America's greatest orator begged for unity in Webster's famous Reply to Hayne:

WEBSTER: While the Union lasts, we have

high, exciting, gratifying prospects spread out before us, for us and our children. When my eyes shall be turned to behold for the last time the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once glorious Union; on states dismembered, discordant, belligerent; on a land rent with civil feuds, or drenched in fraternal blood! Let my last glance rather behold the gorgeous ensign of the republic, now known and honored throughout the earth. Let not a stripe be erased or polluted, nor a single star obscured. Let our glorious flag rather proclaim that sentiment dear to every true American heart — Liberty and Union, now and forever, one and inseparable!

READER: But the attempted secession came, and with it Civil War. Abraham Lincoln, rail splitter, country lawyer, sat at the White House desk, January 1, 1863, and as the poet has said:

"The grip that swung the ax in Illinois
Was on the pen that set a people free."

Lincoln issued the Emancipation Proclamation. Later, on a November morning, in a country whose heart was sick with fear and heavy with grief, the ugliest man in the world spoke the most beautiful words uttered by a political leader of men:

LINCOLN: Four score and seven years ago . . . [all of the Gettysburg Address].

READER: That government did not perish from the earth, though Lincoln died a martyr to its freedom. He left us a country, torn and bleeding, but still united. Our great grandparents carried its spirit out to the prairies and mountains — far out to the coast. They built homes and towns and schools for us. Their material security came from the generous gifts of God and the brave efforts of free men. Church steeples rose up into the heavens proclaiming that this was a land which sought its freedom under God.

To the preservation of that freedom in these anxious days, we dedicate our efforts, our prayers, our lives. And the voices of schoolchildren rise up to God in the beautiful prayer of Archbishop Carroll:

[Special choral choir can stand in the audience or at the side of the stage to give part of Archbishop Carroll's prayer.]

READER: We ask you to stand with us as we recite the pledge of allegiance to the flag, followed by the Sign of the Cross.



*Our Lady's House of Studies, 3819 W. Pine Blvd., St. Louis, Mo.

A Unit on Korea

*Sister M. Nicholas, C.D.P. and Others**

Objectives

General

I. To develop within the minds and hearts of the coming generation the concept of a world-family of nations.

II. To enable boys and girls to find the solutions of the problems of daily living through co-operative effort.

III. To appreciate the interdependence of nations.

Specific

1. To learn the background and history of the Korean nation.

2. To give the children a knowledge of the physical make-up of Korea—its hilly sections, its plains, rivers, gold mines, etc.

3. To see how the Koreans construct their buildings and the materials used.

4. To show the methods of farming and products of agriculture.

5. To realize the similarities and differences in food, clothing, and living conditions between the Koreans and Americans.

6. To study the various religions and the growth of Christianity.

7. To contrast the educational system of Korea with that of the United States.

8. To discover the musical instruments used and the kind of music preferred.

9. To trace the development of art through the ancient crafts.

10. To understand the changes brought about in the Korean government, and the part played by foreign powers.

Part I, History

Korea is a mountainous peninsula and some 3400 small islands form a natural bridge between China and Japan. This peninsula and the many islands make up the country of Korea, sometimes known as Chosen.

The first history of Korea began with Ki-tse. Ki-tse exiled himself from China to Korea and founded the Korean social order about 1122 B.C. The country was annexed to the Chinese Empire in 108 B.C. Later, it was divided into three small principalities, of which the one called Kori was the strongest. About A.D. 960, Kori, from which has come the name Korea, declared its independence. It remained independent until 1592, when Korea was invaded by a strong Japanese army. The invaders were driven out by the Koreans with the aid of Chinese troops.

From 1627 to 1894 Korea was a vassal state of China. The Sino-Japanese War of 1894-95 and the Russo-Japanese War of 1904-05 were fought over Korea. Korea became independent in 1895, but Japan made it

her protectorate in 1905. In 1910 Japan openly annexed Korea. At this time, the ancient name Chosen, meaning "morning freshness" was adopted. This name had been used for the country in the fifteenth century.

Beginning in 1910 Korean patriots began a struggle for independence. A general uprising took place in Korea in 1919 and Koreans set up a provisional government, first in Seoul and later in Shanghai.

During World War II the provisional government moved its seat to Chungking, China. It declared war on Japan on December 11, 1941. The Allies did not recognize the independence of the Koreans but considered them as friends because of Korea's hatred of Japan.

At the Cairo Conference in November, 1943, it was decided that Korea should be independent in due time. However, at the Yalta conference in February, 1945, it was agreed that Korea should be divided at the 38th parallel for military purposes against Japan. After Japan collapsed, the Soviet Army occupied northern Korea and the United States troops southern Korea, with the 38th parallel as the dividing line.

At the Moscow conference in December, 1945, Russia, the United States, and Great Britain agreed on a five-year trusteeship for Korea.

Part II, Geography

A. Location

1. Position on map—mountainous peninsula in northeastern Asia between the Yellow sea and the Sea of Japan.

2. Russian Zone—northern half, above the 38° parallel.

3. American Zone—southern half, below 38° parallel.

B. Surface

1. Coastline—The east coast has a few good harbors. The west coast and southern coast is thickly notched with good harbors; irregularly fringed by estuaries (*broad mouth* of a river into which the tide flows—*inlet* of the sea). Its length is more than 6000 miles.

2. Physical Features—three quarters mountainous or hilly. In the north some peaks, notably Pei-shan, rise above 8000 ft. A great range runs down from the north near the eastern coast throwing off spurs to the south and west. Island of southern archipelago (a group of islands out in the sea) verdant rocks worn into the semblance of fantastic castellated ruins, are the ends of its spurs. The east has low hills and plateaus. The eastern ledge is timbered to its summit. The western ridge consisting of treeless, fertile plains occupies most of Korea. The area of Korea is 85,206 sq. mi. Its population is 22,898,695.

C. Important Waterways

1. Rivers—The Yalu, in the north is navigable. It flows between Korea and Russia. The Hon drains nearly all the peninsula. Two other rivers are the Tumen and the Taidong.

2. Harbors—Gensan on the eastern coast. Tusan on the southern coast, and Jansen on the eastern coast.

D. Climate

1. Latitude—33° to 43° north, being about the same as Concord, N. H., to Wilmington, N. C. Much like eastern coast of America.

2. Seasons—North and central have hot summers and severe winters. The south is similar to the Carolinas and is tempered by the ocean breezes.

3. Rainfall—annually 36 inches between April and July.

E. Chief Cities

Seoul, the capitol, Tusan, Pingyang or Hujo, Taikyu, Jinsen.

F. Occupations

Farming, mining, fisheries, silk manufacturing, cattle raising, lumbering.

G. Products

Rice (a third of cultivated land yields rice), barley, wheat, beans, tobacco, cotton, fruit, lumber (in highlands), rich gold mines, hard coal, iron, silver, zinc, copper, lead, tungsten, graphite, soybean, raw silk, fish, tea, sugar, beets, sulphur, phosphorous, sweet potatoes, camphor.

H. Chief Crops

Rice, barley, soybeans.

I. Exports

Tea, rice (to Japan), fish (to Japan).

J. Imports

Cotton (from Japan).

Part III, People of Korea

1. Appearance

Considered as a Mongolian race as the Korean people are part of a great division of mankind, which from its original home in Asia, has spread to Europe, Africa, and the Pacific Islands. They are taller than most Asiatics, have a yellowish skin, have high cheekbones, round faces, small black eyes, and noses that are almost as flat as those of the Negroes. They have a brachycephalous head-form or are broad-headed.

2. Characteristics

Home loving, polite, patient, loyal to family ties.

3. Homes

One-story houses covered by big thatched roofs, which look like mushrooms. The interior of the house consists of one large room with very little furniture. A number of mats made of straw about two inches thick and bound around with tape make the flooring.

*Compiled by a social-studies group at Duquesne University, Pittsburgh, Pa., under the direction of Professor Anne M. Barr. Sister M. Nicholas, C.D.P., St. Mary Convent, McKeesport, Pa., was supervisor of the project.

They are heated by means of underground pipes led in from outside ovens.

4. Dress

Ladies wear bright colored cotton kimonos, embroidered down the back with flower patterns. Women and girls alike use a trouser-like garment like a split apron when they are working. The men wear full trousers usually tied at the ankles and a short coat. Children dress almost the same as the adults. Young and old alike wear straw sandals. Headresses: Women: One can tell by the way a woman dresses her hair whether she is young or old; married, unmarried, or a bride as each has a number of things that go with it in the line of pins, combs, and little pieces of bright cloth. Men wear their hair in a top-knot fashion. Some men wear great bowls of white straw as big as umbrellas, while others have their heads almost bare save for little hats of black horsehair which sit on the crown of the head and are fastened by ribbons under the chin. Only the married men may wear these hats. Many unmarried men and boys wear their hair down their backs tied with ribbons so that they look like girls with braids.

5. Food

Plenty of vegetables, tea and rice at every meal, highly spiced dishes, much fish served with a strong sauce, cakes made of rice or of bean curds, many cold pickled dishes—radishes, lily bulbs, red beans, peppers, and others, including bamboo which is served hot or cold.

6. Recreation

Swinging, swimming, movies, dancing, playing musical instruments.

7. Work Activities

Farming. The men care for the small farms on which are raised rice, barley, wheat, millet, soy beans, cotton, hemp, mulberry trees for silkworms, tobacco. Their farms have doubled the amount of crops produced by using the ideas obtained from the Japanese concerning irrigation, fertilization, and seed selection.

Manufacturing: Most of the small textile industries are carried on by the women in the homes. Many fine potteries were run until the time of the Japanese invasion. Some factories for making paper, silk, fans, mats, and cotton cloth. Few factories engage in heavier products.

Mining of gold, silver, copper, graphite, iron, coal.

Fishing.

Hunting in the forests and valleys of tigers, leopards, bears, foxes, deer, and antelope. Along the streams are found marten, otter, and beaver.

8. Customs

Remove shoes or sandals upon entering the house.

Sit on the floor on a flat cushion and not on chairs.

Sleep on mats.

Eat from very low trays while sitting on the floor.

Do their laundry in the river by beating against stones.

Do not sweep their streets in front of their shops and homes as they believe the refuse will detract and not attract robbers.

Delight in entertaining visitors with their native dances.

Part IV, Religion

The Koreans were a sort of bridge for the transmission of culture and religion from China to Japan.

A. Its Beginning

Tangun, who began his rule of the country in either 2257 B.C. or 2333 B.C. founded a dynasty which lasted 1050 years. He taught the Koreans agriculture and the art of building and introduced the beginnings of religion.

B. Oriental

Buddhism, Confucianism, Animism, Demonism.

C. The Rise of Christianity

1. Protestant.
2. Catholic — Faith of laymen, Ni-Seung-Houn and Pyeki.
3. Persecution.
4. Legal rights granted to missionaries.

D. Repeated Attack on Christianity 1946

Peoples Government established about 1946 produced a regime of Terror. Church under Communism. Communist Indoctrination.

Buddhism reached Korea in A.D. 384 and the land is still full of Buddhist monasteries, but the adherents of the religion number comparatively few. Confucianism, likewise, has declined while Shinto never made headway. The bulk of the people engage in ancestor worship. Demonism abounds, and sorcerers reap a rich harvest from the superstitious.

Christianity came to Korea in the eighteenth century and has made greater progress here than in any other Oriental country.

The Church in Korea is unique in the fact that it was founded by a layman and not a priest. Ni-Seung-Houn journeyed to Peking, China, to learn about Catholicism. He was baptized; and on his return home he baptized his friend Pyeki who had persuaded him to make this trip to Peking.

The new converts baptized numerous followers. However, persecution struck almost immediately. The Christians proved steadfast and their communities began to flourish once again.

In 1882, treaties arranged between the Korean king and the Western powers granted the missionaries the legal right to work in their land. There are now some 600,000 converts.

The Peoples' Government was established about 1946. The flight of the Koreans from the Communist occupied territory in the North provides good testimony of their rebellious attitude toward it.

Regime of terror was raging in Seoul. Families of South Korean army officers were being horribly put to death. Persons on the Communist blacklist were subjected to "the beastliest atrocities."

Indirect persecution of all Christian denominations — missionaries and laity — has been carried on since 1946.

Though the constitution assures religious freedom, nevertheless, the government in Northern Korea violates it by closing and converting Christian churches and schools into Communist institutions. Priests and other religious leaders are denounced as spies and agents of foreign countries.

Communism is being forced upon the Catholics, Protestants, and Buddhists by requiring them to attend classes in Marxism and Leninism.

Part V, Korean Culture

Music

Koreans are a musical people, and their music, although influenced by the Chinese, is not so harsh as that of the Chinese or Japanese. Community singing is popular. Every American who has been to Korea knows the *Arirang*, a sad, melodious, romantic song.

Korean orchestras play not only their native tunes, but many Western songs. In the latter, they have an excellent sense of the melody, but not of the rhythm.

The Korean folk dances are highly symbolic and not always easy for a Westerner to follow. Most of the farmers till their rice fields during the greater part of the year, but in the off season they join the other farmers in performing old folk dances for community entertainment. Many of these dance routines consist of complicated steps requiring both skill and endurance. They often continue for hours to the accompaniment of throbbing drums and clashing gongs. Some of these farmer-dancers have almost a professional status, and when not busy caring for their crops, they travel in troupes from village to village, giving performances and competing against other teams.²

Arts and Crafts

Excellent work is done in brass by the people of Korea, the pieces being turned on little lathes in their houses, after first being cast in as near the desired shape as possible. The dinner service of all who can afford it is made of these fine heavy brass articles. Numbers of sets of bowls have been taken from the country for use among foreigners as finger bowls, for which use they are admirably adapted, being unbreakable and taking on such a lustre as to resemble gold. The girls save up their money and invest in pieces of this brass against the time of their future marriage. The poor are obliged to use the very heavy pottery made in the country since the time when the makers of fine pottery were carried off to Japan.

Besides inlaying on wood with mother-of-pearl in a neat and most attractive pattern, they do very nice inlaying of silver on iron, the pattern being first cut out in the iron, after which silver is beaten making a very attractive work.

The Koreans are good carpenters, cabinet-makers, and joiners, though not nearly so

²De Chetelat, Enzo, "Roaming Korea South of the Iron Curtain," *The National Geographic Magazine*, June, 1950, Washington, D. C.

deft as are the Japanese. Some of their old chests are works of art and are very highly prized by tourists. Bamboo and woven work, such as transparent window shades, are very common, and some very fine matting is produced in lengths suitable for a bed.

The Theater

When a theater was opened in Korea, sleight-of-hand tricks and slack rope performances alternated with dancing and pantomime, before large and deeply impressed audiences. Even women attended and sat in a portion of the house screened off for their use, gazing for the first time, maybe, at the games which had amused their rulers for centuries, for some of the performers were actors borrowed from the palace, who performed for the people the simple acts commonly given before their rulers.

The ruling classes had what takes the place of plays with us, but with the exception that there are no playhouses. The best performances were given at the palace before the royal family and the assembled officials. Dancing is a large part of the program, but the people do not dance themselves, and instead, sit and look on while it is done for them.³

Part VI, Current Events in Korea

I. Day by Day Account of the War in Korea

News items, radio reports, periodicals, newsreels, commentaries.

II. American Interests in Korea

Conflicts — Democracy versus Communism; Territorial conflicts.

Importance of the location of Korea.

III. Russian Interests in Korea

Spread of Communism. Korea, a pathway to China.

IV. U. N. Participation

Sources of aid: American occupation troops and military forces supplied by other members of the United Nations.

Suggested Activities

1. Discuss and compare the similarities and differences in the curriculum of a sixth-grade student in Korea and that of a sixth-grade student in the United States.

2. Construct a graph to show the percentage of children attending primary and high schools in Korea and America. This could take the form of a poster which uses simple and interesting symbols to show the proportionate numbers attending school.

3. Using the pictures in the June, 1950, issue of the *National Geographic*, discuss the likenesses and differences of the school garb of Korean and American children. Some children may be interested in dressing dolls to show the typical dress of Korean school children.

4. Using the picture in the June, 1950, issue of the *National Geographic*, notice the similarity of the classroom setup in a Korean school

³Allen, Horace N., *Things Korean* (New York: Fleming H. Revell Co., 1908), pp. 101, 102, 125.

to our own classrooms. How many things in the picture look familiar? How many of these things have you had in your own classrooms?

5. Have the class invite another teacher (or possibly someone in the community) to demonstrate Korean or Oriental dancing. This person may be a dancing teacher or a physical education instructor who may have had some experience in Oriental folk dancing. Such a person may also be able to teach the class a simple dance or folk song.⁴

6. Discuss the different types of Korean arts and crafts, including needlework, brass work, inlaying wood and iron, the making of chests, and weaving. Some children may be interested in doing some simple hand weaving with an Oriental design.

7. Consider the amusements and recreation of the people in Korea, including the motion pictures and theaters, reading, singing, and also those especially peculiar to Korea, such as swinging, kite flying, and stone fights.

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⁴Many group work agencies are now placing those of other races and nationalities on their staffs. Settlement houses, the Girl Scouts, and the Y.W.C.A. are among those in Pittsburgh who have already done this. One Japanese worker has already taught Girl Scout campers folk dances and songs, so you see the resources are available, if you look for them!

THE CALENDAR

February 2 is the Feast of the Purification of the Blessed Virgin Mary (Candlemas Day) and the first Friday of the month. Sister Amatora in "Minute Meditations" for February has a word about candles. The editors consider those "Minute Meditations" little gems of spirituality for young and old. In addition to these thoughts for the day, we remind you again to have a liturgical calendar at hand and to familiarize your pupils with its use.

This year, February contains half of the season of Lent. Ash Wednesday is on February 7 and the month ends with the Wednesday of the third week of Lent. The thought for Ash Wednesday in *The Christian Life Calendar* (The Bruce Publishing Co.) is: "A nice smudge of ashes and a happy Lent to you! The ashes are a badge of honor, so wear them proudly. As for the happiness part of it, you cannot do penance without being happy if you have the right idea. No sad sacks, please. 'Anoint thy hair.'"

St. Matthew, the disciple whom the Apostles selected to take the place of Judas, is commemorated on February 24.

February 6-12 is Boy Scout Week, sponsored by the Boy Scouts of America, 2 Park Ave., New York 16, N. Y. The Boy Scouts, in America, was founded in 1910.

February 12 is the birthday of Abraham Lincoln.

February 12-22 is Americanism Week, sponsored by the U. S. Junior Chamber of Commerce, La Salle Hotel, Chicago 2, Ill.

February 18-25 is Brotherhood Week, sponsored by the National Conference of Christians and Jews, 381 Fourth Ave., New York 16, N. Y.

February 22 is the birthday of George Washington.

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MINUTE MEDITATIONS

Sister M. Amatora, O.S.F., Ph.D.*



WITH THE BOY JESUS

Feb. 1. The Boy Jesus

St. Ignatius of Antioch feared no torments so long as he had the Lord Jesus with him.

During this month you are to take the boy Jesus as your daily companion. Make Him your friend; tell Him what you are going to do next; ask Him to be with you in all things.

Often today think of Jesus, when He was about your age.

Feb. 2. Candlemas Day

According to the law, Mary and Joseph took Jesus to offer Him in the temple on the fortieth day after His birth.

The candles blessed today are a symbol of Jesus, the wick, of His soul, and the flame, of His divinity.

As you carry your candle today, ask Jesus to keep your soul ever as pure as the wax of the candle, and your life as a bright flame of love.

Feb. 3. Help the Sick

St. Blaise saved the life of a child who was choking to death, because a bone stuck in his throat.

In memory of this, the Church gives the blessing of St. Blaise today, that you may be free from throat disease and all other illness.

Offer your Holy Mass and Communion today for those who suffer incurable diseases.

Feb. 4. Obey your Mother

At his birth, St. Andrew's mother consecrated him to the Blessed Virgin. Later Mary foretold to him the day of his death.

Jesus and Mary are always united. If you love Mary, you will live close to Jesus. Think of this often today.

Make extra effort to obey your mother today in all things, as Jesus would do for His Mother.

Feb. 5. Safety First Against Fires

St. Agatha was put to death by being rolled on burning coals. Hence, she is the patron saint against fires.

Several times the veil of her tomb held back the burning lava of Mt. Etna and saved the town.

Say a short prayer to St. Agatha every day to preserve you from the dangers of fire.

Feb. 6. Studying for Jesus

Another virgin of the early Church who gave her life rather than deny Christ was St. Dorothy.

If you hope to be true to Christ in time of trial, you must prepare yourself now, by living your life just for Him.

Each time you take a book for the next class, tell the Child Jesus you are studying for Him.

Feb. 7. Spread Happiness

Do you know of a saint who lived the life of a monk for exactly 100 years? St. Romuald left the world for a life of prayer and meditation at the age of twenty, and died when he was 120.

St. Romuald was so filled with holy joy that he made happy all who saw him.

The closer you live to Jesus, the happier you will be.

Feb. 8. Every Step for Jesus

St. John of Matha founded an order to free captives. Many Christians were saved by him and his Order.

By trying to live each day in close union with the Child Jesus, you can save many souls for heaven.

Offer every step you take today to Jesus for souls.

Feb. 9. Pray for Mothers

St. Cyril of Alexandria defended the divinity of Christ; he thus declared Mary, the Mother of God.

You can take Mary for your Mother, also. She will help you to live as Jesus wants you to do.

Pray today for all mothers, that they may lead their children to Jesus.

Feb. 10. Speak of Heaven

St. Scholastica was the twin sister of St. Benedict. They often spoke together of God and the saints; once they spent the whole night talking about heaven.

The joys of heaven are so great that you cannot imagine them. Do you often speak of this to your playmates?

We speak about the things we value most!

Feb. 11. Our Lady of Lourdes

The Blessed Virgin appeared in the cave of a rock at Lourdes to a little girl called Bernadette. She wanted the people to pray the rosary.

Many miracles have happened at this shrine at Lourdes, through Mary's prayer.

Try hard today to pray your rosary with great devotion. Think of each mystery.

Feb. 12. God Chooses Children

Seven noblemen of Florence founded the

Order of Servants of Mary. God made known to them this title by little children.

God often chooses children to give His message to the world. He loves the child who is free from sin.

Tell Jesus today that you will never offend Him by sin.

Feb. 13. He Died for Me

St. Catherine of Ricci suffered much all her life for the sake of Jesus. She had great devotion to His Sacred Passion.

Do you often think of the passion and death of Jesus? Each time you see His thorn-crowned head, tell Jesus you love Him.

Whenever you pass a crucifix, look at Jesus, and say to yourself, "He died for me!"

Feb. 14. St. Valentine

St. Valentine was a holy priest in Rome. He loved Jesus very much, and proved it by suffering and dying for Him.

You will give and receive many valentines today, but don't forget that Jesus is your best-loved Valentine.

Offer yourself to Jesus as His valentine today.

Feb. 15. Your Brothers and Sisters

St. Faustinus and St. Jovita were brothers. They loved one another very much, and remained united even in death, when both were martyred for the faith.

Do you encourage your brothers and sisters at home to pray more devoutly, to do little things for love of Jesus?

Make an effort today to lead your family to greater love of Jesus.

Feb. 16. Draw Others to Jesus

St. Onesimus was a slave and robber who was converted by St. Paul. Then he became his disciple.

St. Paul drew all to Christ by his kind and loving way with all men. Are other people drawn closer to Jesus by your example of kindness?

Do an extra kind deed today for someone, to show them the kindness of Jesus.

Feb. 17. Know Your Faith Well

St. Flavian was another holy bishop who upheld the teachings of the Church, even in face of death.

You should always try your very best in all your lessons. Then you will be able to speak for the Church when you meet some who know it not.

Ask Jesus to help you be a leader in Catholic Action.

*Professor of Psychology, St. Francis College, Fort Wayne 8, Ind.

Feb. 18. Jesus is your Brother

Because he was a disciple of Christ, St. Simeon was arrested and crucified at the age of 120. His mother was a relative of the Blessed Virgin Mary.

Do you wish you were related to Mary and Jesus?

You are; for Mary is your Mother, and Jesus is your Brother.

Feb. 19. Always Do Your Duty

St. Barbatus continued to preach even though he was constantly persecuted.

This is a lesson to you always to do your duty even though it may be hard at times.

Ask Jesus always to help you to do what is right.

Feb. 20. Be Honest

St. Eucherius would not allow rulers to take what belonged to the Church.

Always be honest in your dealings with God and your neighbor. Then God will bless your work.

Pray today for those who are destroying Churches.

Feb. 21. Zeal for Souls

St. Amator was a holy bishop who brought many into the Church and later died a martyr.

What are you doing to help save souls? If you are not asked to die for Christ, can you live for Him?

Offer Jesus every moment of your day for souls.

Feb. 22. St. Peter's Chair at Antioch

St. Peter's first See was at Antioch; later he moved it to Rome, the capital of the world.

St. Peter was not educated, but only a poor Him.

fisherman; yet his great love of God led him in ruling the Church.

Before any job that you have to do, ask Jesus to let you see what is most pleasing to

Feb. 23. Prayer with Study

St. Peter Damian was an orphan. His older brother treated him so cruelly that another brother sent him to the University of Parma.

This young boy became not only very learned, but also very holy. He later became a bishop. You should always unite holiness with your learning to please the Boy Jesus.

Remind your companions today to make study a prayer.

Feb. 24. Mortification

St. Matthias was chosen by God to take the place of Judas. He was remarkable for his spirit of mortification.

By practicing many little acts of mortification, you can win many souls for Jesus. Do you sometimes forget this?

Continue the practice of doing some little act of penance each day.

Feb. 25. Always do Right

Even in his life at court, St. Tarasius was always faithful to his religious duties. He would not join in doing wrong just because the crowd did it.

Be courageous, and do what is right, no matter how many are doing wrong.

Pray the rosary today that Jesus may be your Strength.

Feb. 26. Helps to Holiness

Blessed Isabella, the sister of St. Louis, King of France, was like him, trained in piety by their saintly mother, Queen Blanche. Later

Isabella entered the convent and continued a life of prayer and penance.

You can learn from this what it means to have members of a family help one another to holiness.

Ask yourself today what example you give to your family at home.

Feb. 27. Never Give Up

St. Leander, Bishop of Seville, after much suffering and even being banished for a time, succeeded in making Spain a Catholic country.

If you keep on doing good even in the midst of difficulties, God will make you the winner in the end.

Pray today for the nations that know not God.

Feb. 28. Be Humble

By his self-denial and humility, St. Gabriel of our Lady of Sorrows became a great saint in a short time. In less than forty years after his death, he was canonized by Pope Pius XI.

Do you ever stop to think that just by practicing little acts of virtue every day, you can become a great saint?

Think often today that all your talents come from God, and that of yourself you are nothing.

Feb. 29. Devotion to Our Lady

St. Oswald had the task of bringing the monks back to a greater fervor in the service of God. For this he encouraged devotion to our Lady.

You cannot love Mary and lead a careless life. Pray to her daily to keep you close to Jesus.

Take your friends with you in Church for a visit to our Lady's altar.

FAY'S FAVORITES

Yvonne Altmann*

Bunny

One day Daddy brought a surprise home for me. It was all white with pink ears and eyes. It had four feet and a powder puff tail. It felt as soft as my angora mittens. Guess what it was? It is one of my favorites.

Yes, it is a white bunny. It likes to eat some of the things I do. I feed it vegetables and grain. It eats very daintily.

At first it was afraid of me. If I caught it, it tried to bite me. Bunny could hop so fast I had a hard time catching it.

After a while it learned I was its friend. I could cuddle bunny.

All bunnies are not pets. Some people raise bunnies just like farmers raise chickens or cows. Some of the rabbits are sold for us to eat. Some of them have such nice fur that ladies have fur coats made from rabbit fur. My angora mittens are made from bunny fur. Did you know that glue is made from bunnies?

*Kindergarten Director, Oshkosh, Wis.



A Unit for the First Grade

Christ's Passion and His Little Ones

Sister M. Leonie, O.S.B.*

Objectives

1. To have the child understand that Christ made up for Adam's sin and merited the restoration of grace by His sacrifice on the Cross.
2. To acquire a hatred of sins that make Jesus suffer so much.
3. To inflame their hearts with love toward Jesus; to love Him for what He has suffered for us.
4. To have the child learn the chief historical facts of our Lord's Passion and Death.

Content

A. Beginning of the Passion (*First and Second Week*)

1. In the garden of Olives
2. Jesus sweats blood
3. Judas betrays his Master
4. Jesus is taken prisoner

B. Jesus Suffers for Us (*Third and Fourth Week*)

1. Jesus is brought before the Jewish high priest, Herod and Pilate
2. Denial of Peter
3. Jesus is scourged and crowned with thorns
4. Pilate shows Jesus to the people

C. Jesus Dies and Is Buried (*Fifth and Sixth Week*)

1. Jesus is condemned by Pilate to die on the Cross
2. Jesus carries His heavy Cross
3. Jesus is crucified and dies for us
4. Jesus is taken down from the Cross and buried

Presentation

Each class is begun by reading from one of the four Gospels the account of the material to be covered that day.

A. Beginning of the Passion

Read to the children: John 18:1-12; Matt. 26:36-58; Mark 14:32-72; Luke 22:39-62. Tell the story with the aid of pictures.

1. In the Garden of Olives

After the Last Supper, Jesus, with His Apostles, went to a garden to pray. There were many olive trees in this garden. So it was called the Garden of Olives. On the way Jesus told His Apostles that they all were going to run away from Him that very night. But Peter became excited and said, "Even though all leave You, I will not do so." Then Jesus said to Peter: "Yes, before the rooster crows twice this night, you will say three times that you are not My disciple." Still Peter would not listen. "Even though I must die with You,

I will not deny You." The other Apostles agreed with Peter.

Now we must remember that Judas had left before, during the Last Supper. He knew that Jesus was going to the Garden of Olives to spend the night. So he went to the Jewish leaders and asked them for soldiers. He would lead them to the place where they could take Jesus prisoner.

2. Jesus Sweats Blood

When Jesus came to the garden, He left eight of the Apostles behind. He only took three of them with Him into the garden, Peter, James, and John. Jesus wanted to pray with them to His heavenly Father. Then Jesus began to be afraid. He knew that the next day He would be made fun of, whipped, crowned with thorns, and put to death to save us from our sins. He knew that we should be punished for our sins. But He took our place to be punished for us. These sins were very hateful to God. That hurt the heart of Jesus. It hurt Him, too, to think that so many people would die without being sorry for their sins. These people would lose their souls, and Jesus wanted to make them happy.

Then Jesus said to the three Apostles, "I am very, very sad. Wait here and watch with Me."

But the Apostles didn't watch, they fell asleep. Jesus went on a little further, fell on His knees and prayed to His Father in heaven. He said this prayer! "Father! If it is possible, do not let Me suffer; still, let it be done, not as I want but as You want." Jesus said this prayer three times. His fears began to grow. He was soon to start His painful sufferings. He saw all the sins Adam and all men had already committed, and also all the sins men would commit until the end of the world. Jesus saw them all. These thoughts made His fears so

great, that He began to sweat. He did not sweat drops of water as we do when we are afraid; but drops of blood that fell from His holy face to the ground.

Jesus finished His prayer with these words: "If this suffering cannot be taken from Me, may God's will be done." His heavenly Father then sent an angel who made Jesus strong to suffer everything. He felt so strong that He would have suffered every torment and died even to save only one soul.

3. Judas Betrays His Master

As Jesus finished His prayer, the soldiers sent by the Jewish leaders came into the garden with their lanterns, spears, and clubs. Judas was with them. He had told the soldiers: "The one I kiss is Jesus." Jesus came forward to meet the soldiers, and Jesus said to them: "For whom are you looking?" They cried out: "Jesus of Nazareth." "I am Jesus of Nazareth," Jesus answered. The soldiers were very much frightened and fell to the ground. When they stood up again, Jesus asked them the same question: "For whom are you looking?" And when they said, "Jesus of Nazareth," He told them again: "I said before that I am Jesus of Nazareth. If you are looking for Me, then let these Apostles go free." Just then Judas stepped forward. (Show picture) He put his arms around Jesus and kissed Him. Jesus was kind to Judas and said to him: "Judas, what did you come for? With a kiss you betray Me to My enemies."

The soldiers now crowded around Jesus. He let them tie His hands.

Then Peter took a sword and hit one of the men and cut off his right ear. Jesus told Peter to put his sword away. And Jesus touched the man's (Malchus) ear and healed it.

Then they led Jesus as a prisoner out of the garden. He was hurried to the city where the Jewish leaders were waiting for Him. The Apostles, just as Jesus had said, all ran away. Only Peter and John followed Jesus from afar.

Explanation and Application

This should be a follow-up class after the story has been well told and the main events fixed in the child's mind. The story should be made real to the child by repetition, by action, and by pictures.

1. What is the name of the garden to which Jesus went before His death? Who were with Jesus?

The garden was near Jerusalem. Some flowers grew in it, and also plenty of olive trees. It was a quiet place. Jesus often went there at night to pray. This was the last night that Jesus was going to pray there. We can see Jesus all alone. He prays to His heavenly Father. He knelt down to pray.

How should you pray? You should kneel

*Holy Rosary Convent, Detroit Lakes, Minn.

down when you pray. Jesus kept His thoughts on His heavenly Father and talked to Him. So when you pray you should keep your thoughts on God.

2. Jesus suffers through obedience. How were Adam and Eve punished for their sin: What would happen to men, if God had not felt sorry for them? How did God show that He felt sorry for us?

God promised to send a Saviour who would make up for the sin of our first parents and for our sins and to get back for us the life of grace.

God kept His promise when He sent Jesus down here to live with us, and to suffer for us. In doing this Jesus obeyed His heavenly Father.

Sometimes we have some little things to suffer; when you are sick or your mother is sick or your daddy loses his job. What should you do? We should pray as Jesus did. He asked God three times not to let Him suffer, but each time He said, "Not My will but Thine be done." And an angel came and made Jesus strong. So, we should think, if God does not wish to take away this suffering from me, I will bear it cheerfully. Then God will make you strong, so that you may be able to bear that suffering.

3. Jesus suffers freely. Jesus knew beforehand that Judas was going to sell Him. He knew that His enemies would find Him in the Garden of Olives. He knew all the things He was going to suffer. It would have been easy for Jesus to escape. He was God. But He didn't. Jesus thought of us, His own brothers and sisters. He knew that none of us would ever get to heaven if He didn't help us. Jesus suffered of His own free will.

Did you ever think of doing something hard for Jesus to thank Him for doing so much for you? Here are some things even little children can do.

1. Get up in time for Mass.
2. Kneel very straight at Mass.
3. Be very quiet and listen well at school.
4. Obey Mother the first time she talks.
5. Give up something I like.

Activities

Our aim in the religion class is to form the minds of the children to Christ's life and their conduct to Christian ways of life. We must make religion practical for them. Children learn to do by doing. Visual reminders play an important part in teaching children to know and love God. Many practices taught in the first grade will remain with the children all their lives.

1. A good example of this is the brief meditation on the Crucifix. The teacher can talk briefly to the children in simple language about the sufferings of Christ. The children are making pictures in their own minds of the scene. At the end of the talk, the teacher can say, "Now, because we want to know and love God, we are going to think about Him every day, and while looking up at the Crucifix for just one minute, we shall think something about Him — or, better still, say something to Him without moving our lips." When the

minute is up, the teacher can use her own ingenuity in getting from the children what they thought or what they said while looking at the Crucifix. The response at first will be a little disappointing, but if the teacher makes this a daily practice, the grace of God will do the rest. These children are raising their hearts and minds to God; they are making a short meditation. They are learning to think in religion, which is the best preparation for life that we can give the children.

2. Teaching the children to make the Way of the Cross could serve as a suitable activity. The children might collect pictures of the various stations and compose their own meditations for each one. In this way the class could make up a book or frieze on the Way of the Cross.

3. Urge the children to acts of compassion with Christ by means of prayers, songs, and poems.

4. A sand-table project of the Stations of the Cross, may be carried out.

5. An attractive bulletin board is a great aid in teaching little children. Pictures of the Passion are mounted and a short statement is printed under each one.

6. Explain the meaning of Lent, and the meaning of Holy Week. Put special stress on the following days: Palm Sunday, Holy Thursday, and Good Friday. When doing this the pictures on the bulletin board may be arranged according to what happened on these important days.

As I stated in the beginning, this project is

intended to be carried out during the season of Lent. It is an effective means of instilling in the child the true meaning of Lent. So, looking forward to the approaching season of Lent, there is a certain satisfaction and joy in knowing, that, as a primary teacher, one's catechism instruction on "Why Lent" will be received with enthusiasm by the little ones, and is most certain to bear fruits in the hearts of many. Their childlike sympathy for Jesus in His sufferings is touching beyond words. Many examples of exterior demonstrations of this sympathy and love could be given. These are within the experience of every primary teacher.

When little children are taught early the meaning of Lent and the purpose of bringing little sacrifices as a way "of making up to Jesus," and when that idea of "Jesus suffered for the wrong I do" is impressed more deeply on the child's mind, it seems hard to believe that these same children, in after years, when invited and urged to spend Lent in sympathy with Christ by doing penance, will find Lent "too hard."

Sections B and C have not been developed, but any teacher may do this using the suggestions together with the appropriate Bible stories.

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Catholic Book Week and Press Month at Sacred Heart School, Memphis, Tenn., 1950. The school conducted a drive during February for subscriptions to Catholic magazines. In the picture are the pastor, Msgr. Kemphues and the five winners of the drive. Sisters of Charity of Nazareth.

The Fabric of the School

The One Story School Is Here To Stay

Frank Tropin

The one-story school house is the modern school. Before recent pressures such as increasing school enrollments, high trade wage scales, and climbing material costs became acute, the single story design didn't stand a chance of acceptance by conservatively minded school boards. When the need for a new school got to the planning stage, "functional" (strictly-for-use) blueprints were thrown aside in favor of the conventional multi-floored buildings that were in fashion during the 1900's. But this conservative trend is now being reversed.

the next ten years the number of these children will reach a peak of 26.6 million. By 1960 the total will mean that there will have been an increase of approximately 6 million school children over the present mark of 20.5 million. Further estimates find that it will require 400,000 classroom units to meet that inflow, and that those 400,000 units will set the taxpayer back a staggering 10 billion dollars over the 10-year period.

In the light of these federal census figures, it will be imperative to save dollars wherever it is possible; and for saving per

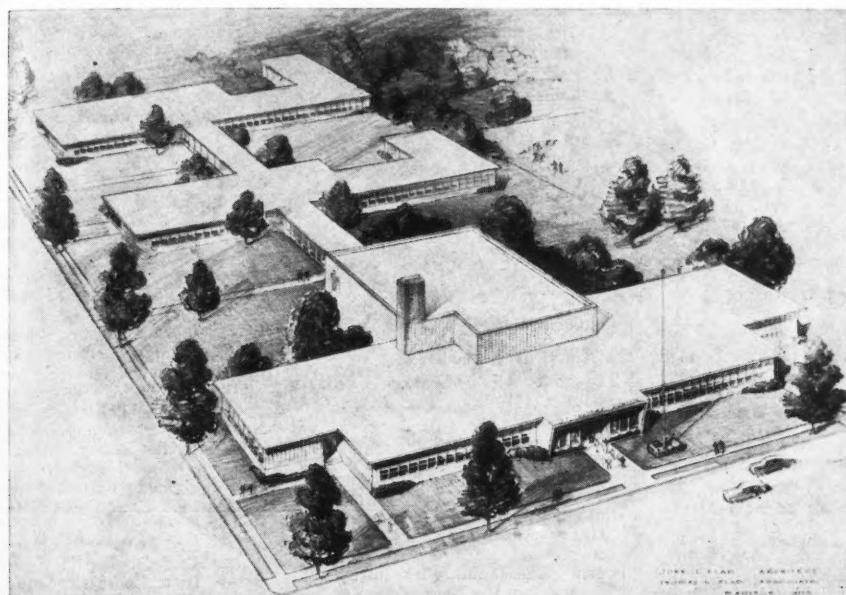
classroom dollar, the single-story school cannot be matched. Multi-storied buildings usually run in the neighborhood of \$30,000 for each classroom while the one-floor building can be built at about a 40 per cent saving. How is this possible? The Flads answer: "as second and third stories are added, sizes of structural steel supports increase beyond the simple 1-2-3 proportion, with the disproportionate climb follows an unprofitable increase in the price of these steel materials." Other factors are also involved: stairwells consume valuable space, increasing the dollar-to-area ratio and washroom facilities that are limited to one floor can be concentrated to utilize half as much space as, for example, the two-story schoolhouse.

But the financial angle is not the only selling point of the one-floored functional school. It is in keeping with good modern educational principles to provide a more "fluid" environmental background for the growing child. The psychological benefit of the young person being on ground level within easy access to the outside playgrounds contributes appreciably to the well-being of the younger children especially.

Population Shifts

All the construction blueprints of the modern architect, the Flads point out, are drawn with a deep understanding of population shifts and migrations. In the past, this was little recognized and as a consequence, the large, expensive, multi-storied school buildings that were raised to accommodate a sudden growth in student population developed into actual taxpayer liabilities, when the population spurt subsided in the next decade.

(Continued on page 28A)



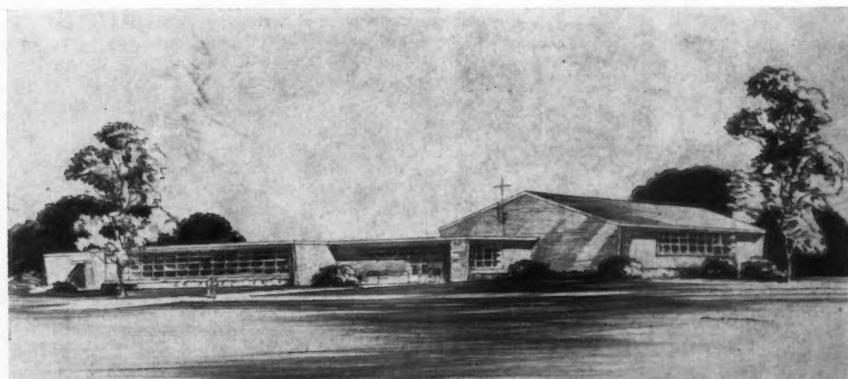
The modern one-story school building promotes safety, economy, and flexibility. This is the plan of an elementary school for St. Thomas Congregation at Beloit, Wis., designed by Flad.

The reversal is being felt by school architectural firms throughout the United States, and can be exemplified by such a midwest organization as John J. Flad and Associates of Madison, Wis.

Appraising this situation, John J. Flad, Jr., business manager of the architectural firm, is beginning to find that "both private and public school planners are taking an increased interest in the advantages of the one-story school."

Economy and Efficiency

Recent surveys of school needs show that there is good reason for this view. In the first place, government estimates indicate an urgent need for new classrooms for the war babies that are now reaching school age; and research discloses that in



Another architects perspective showing accessibility to playgrounds and clean, functional design. Immaculate Heart of Mary School, Monona, Wis.
Designed by Flad, Madison, Wis.

Recent Books for the Classroom and Library

What Is This List?

The Catholic School Journal has invited publishers to suggest titles from their recent publications which they consider suitable for use in Catholic schools. From these publishers' suggestions the editorial staff of the Journal has compiled the following list.

The listing of a book does not mean that The Catholic School Journal recommends it. A large number of the books we have not examined. We have used judgment in selecting titles, excluding any that probably would not meet the rigid tests required for acceptance in a Catholic school, but, again we say, that you should be the judge after you have examined the book. Most publishers are quite willing to lend you a book for examination or to sell it on a 10-day approval plan. Following this list of books is a list of the publishers with their addresses.

Why This List?

This February, 1951, issue is the 18th annual Schoolbook and Library number of The Catholic School Journal, February

is observed in Catholic schools as Catholic Press Month and February 18-24 this year is Catholic Book Week. While the following list covers most subjects, both religious and secular, it contains many titles which are distinctly Catholic.

Another reason for compiling a list of recent publications now is to help you to select the books that you will need for your classroom and library at present and when you begin next year's work in September. Unless you plan this important matter of school administration before the close of the current school year, you will likely be confused and disappointed in September.

Selecting Books

We regret that the limitation of time and space and other practical difficulties do not permit us to make this list more comprehensive and to evaluate the titles listed. The regular book reviews published throughout the year in this Journal and those in many other Catholic magazines and newspapers and in some of the secular publications are very helpful in guiding readers to worth-while books. The Catholic Library Association also has sponsored a number of helpful book lists.

GRADES I TO VIII

ARITHMETIC

Learning Arithmetic

By Lennes & others. Laidlaw, 1950.

A series for grades 3-8.

Jolly Numbers

By Buswell & others. 64 cents. Ginn, 1950.

A beginner's course, 1950 edition.

Arithmetic for Young America (Rev. Ed.)

By Clark & others. Grades 3-6, each \$1.64; grades 7 & 8, each \$1.64. Teacher's manuals for grades 3-8, each 16 cents. World, 1950.

Workbooks in Arithmetic

By Clark & others. Grades 3-5, each 56 cents; grades 6-8, each 60 cents. World.

To supplement any textbook.

Our Second Number Book

By Burger & Rossbach. 50 cents each. Noble, 1950.

The workbooks for primary grades lead the pupil to "see sense in learning arithmetic."

Upton-Fuller Arithmetics

Grades 3-8. American Book Co., 1951.

They help pupils to understand. Explanations simplified. Ample exercises on various levels. Tests, summaries, and reviews.

ENGLISH

Enjoying Literature

By Neville and Payne. *Setting the Sails*, gr. 7, \$2.24; *Exploring New Fields*, gr. 8, \$2.40; *Broadening Horizons*, gr. 9, \$2.60. Rand, 1950.

Literary selections grouped in units. Each book has a new unit of "Prose and Poetry Created by Pupils."

Language for Daily Use

By Dawson and others. Gr. 3, \$1.60; gr. 4, \$1.68; gr. 5, \$1.68; gr. 6, \$1.76; gr. 7, \$1.92; gr. 8, \$1.92. World.

Language workbooks for these texts: gr. 3 and 4, each 52 cents; gr. 5 and 6, each 56 cents.

Composition and Practice in English

By Ruth H. Tenscher. 2 books for gr. 7 and 8, each 88 cents. Harcourt, 1950.

Workbooks which provide a full course in grammar and composition.

English Language Series

By Sterling and others. Holt. A basic series for grades 7-12.

English Is Our Language

By Sterling and others. Bks. 1 and 2, \$1.72; Bk. 3, \$1.60; Bk. 4, \$1.72; Bk. 5, \$1.80; Bk. 6, \$1.88; Bk. 7, \$2; Bk. 8, \$2.08. Heath.

A beautifully illustrated basal series utilizes the child's interest. Teaches observation, listening, reading, speaking, and writing. Most of the books have a corresponding practice book and a teacher's guide.

MUSIC

Way Up on Old Smoky

By Siegmeister and Wheeler. \$1.52. Ginn, 1950.

Threefold Vocal Method

By Harry Seitz. 60 cents. Handy, 1950.

Clear, concise instructions for voice training with interesting selections. Practice in sight singing. A simple system in rhythmic training. The publishers claim very remarkable results with this method. The author is vice-president of the National Catholic Music Teachers Association.

Our Singing World

By Pitts and others. Ginn, 1950. Additions or revisions to this popular series are: gr. 1, Album 1-A, 4 plastic records, \$5; Album 1-B, \$5; gr. 2, Album 2, \$5; gr. 3, *Singing and Rhyming*, \$1.44; *Teaching Suggestions and Piano Accompaniments*, \$2.44; *Teaching Suggestions Without Accompaniments*, 48 cents; gr. 4, *Singing Every Day*, \$1.52; *Teaching Suggestions With Accompaniments*, \$2.80; without accompaniments, 48 cents.

The American Singer Series

The latest revisions of these books have a 1950 copyright. American Book Co.

Books 1-8 for elementary school and an advanced book for high school. Largely self-teaching. Songs of all the Americas and of other nationalities in America. Games, dances, and rhythmic exercises. Music appreciation. Correlation with instrumental music. Teacher's guide and piano accompaniment for each book. Albums of phonograph records for Books 1-6; others in preparation.

A Singing School

By Armitage and others. An 8-book series; also *Happy Singing*, I-IV, \$1.40, and *Music in the Air*, I-VIII, \$1.60. Birchard.

Singing Youth
By Farnsworth and others. \$1.56. Birchard.
A popular collection for upper grades and junior high school. Accompaniment ed., \$3.50.

PENMANSHIP

Manuscript Writing
For gr. 1 and 2.

Cursive Writing

Eight books for gr. 1-8.

For Teachers

Handwriting Aid. 2 books (gr. 1-3 and 4-8).

Writing on the Board

Manuscript and cursive for teachers.

The above are recent publications of the Zaner-Bloser Co.

READING

Americans in Action Series

Biographical readers for gr. 5-8. Three books, each \$1.30. Beckley, 1950.

Fighters for Freedom includes: Ben Franklin, Patrick Henry, Paul Revere, John P. Jones, George Washington, Gilbert Stuart, Thos. Jefferson, Dolly Madison, Daniel Boone, and Eli Whitney.

Leaders of the Frontier includes: Noah Webster, John J. Audubon, Brigham Young, Andrew Jackson, Sam Houston, Abe Lincoln, Clara Barton, Sam Clemens, Kit Carson, and Robt. E. Lee.

Builders for Progress includes: Walter Reed, Booker T. Washington, Theo. Roosevelt, Luther Burbank, Thos. A. Edison, Jane Addams, Oliver W. Holmes, Henry Ford, Orville and Wilbur Wright, and Father Flanagan.

Faith and Freedom Readers

The Catholic University of America Series. Pub. by Ginn.

1950 titles in this popular complete series of readers are: Workbook for *This Is Our Valley* (advanced 3rd reader), 56 cents; *A Book of Kindness* (literary reader for gr. 5), \$2; *Teaching Advanced Third Grade Reading*, 96 cents; a teacher's manual for *A Book of Kindness*, 72 cents; an advanced third reader, \$1.80; and *Primary Grade Reading Levels Specimen Set*, 56 cents.

The Mastery of Reading

By Bailey and Leavell. American Book Co., 1951.

For advanced readers. Selections are from authors considered the best. The books stress comprehension, speed, vocabulary development, interpretation, etc.

The Six Robbins
By Obermeyer, \$2. Scott, 1950.
Stories with a 3rd grade vocabulary.

Eight Treasured Stories
By Sandrus and others. \$2. Scott, 1950.
With a 4th grade vocabulary.

Reading for Interest Series
By Paul Witty and others. gr. 1-6.
Heath.

Secrets and Surprises
By Eberle and others. \$1.64. Heath.
Stories of everyday life in the little town, the big city, the country, a ranch, and a fishing village. Gr. 2.

It's Fun to Find Out
By Paul Witty and the educational research staff of Encyclopedia Britannica Films, Inc. Eight books, gr. 1-3. Each 32 cents. Heath.

Three Little Kittens, Gray Squirrel, Shep the Farm Dog, Farm Animals, The Fireman, The Mailman, The Food Store, A Day at the Fair. They are illustrated with pictures from the Encyclopedia Britannica Films sound motion pictures of the same names.

Adventure
By Willis. \$1.75. Noble, 1950.
For gr. 6. This is one of Noble's New Literary Readers. Modern and classical stories, poems, and plays, with study helps.

McKee Reading Series
By Paul McKee and others. Houghton.
New additions to this carefully planned series include: *Tiny Toosey's Birthday*, by Mabel G. La Rue (\$1.32) — a supplementary reader for grade 1; the *Harrison-Stroud Reading Readiness Tests* — a series of five diagnostic tests, easy to use and efficient; *Looking Ahead and Climbing Higher* — two third readers; also practice or workbooks for second and third readers.

RELIGION

Reflections
Compiled by Brothers of the Christian Schools. For daily use

in the classroom. A brief thought in anecdote form for each day of the school year. It should be of immense help in presenting to the young the truths of eternal life. The 1950-51 edition will sell for about 50 cents. Address: Religious Educator, Mont La Salle, Napa, Calif.

Jesus and I

By Abbe Jean Plaquevent. \$2.50. Sheed, 1950.
A version of *The Imitation of Christ* for children 4-8.

Living for Triumph Living for Holiness

By Msgr. Kelly, Msgr. Goebel, and others. Bk. 7, \$1.59 and \$2.20. Benziger, 1950.
These are two of *Living My Religion* series. A teacher's manual also is available.

Father McGuire's Revised Baltimore Catechism No. 2. with Mass (French Ed.)

This 1950 title is listed at 64 cents. Benziger.

SCIENCE

God's World

Compiled by specials in grade levels under the direction of Rt. Rev. Msgr. L. M. Byrnes, supt. of schools, Diocese of Mobile. First 2 books are now available, 54 and 96 cents. Teachers' manuals, 50 cents and \$1 respectively. Mentzer, 1950. These textbooks in elementary science are based upon "Guiding Growth in Christian Social Living."

Understanding Science Series

By Thos. I. Dowling and others. Winston.
I Wonder Why?, I, \$1.44; *Seeing Why*, II, \$1.60; *Learning Why*, III (in preparation), \$1.76 are 1950 or 1951 titles.

Science Experiences with Home Equipment

By Lynde. \$2. International.
200 additional experiences. Gr. 6-8.

SOCIAL STUDIES

Rand McNally Classroom Atlas
For daily use by the pupils while studying geography. The pupils

need such a book. \$1.40. Rand, 1950.

Geography Around the World

By McConnell and others. \$2. Rand.

Introductory Global geography.

Geography Workshop 4 (48 cents) is used with the book. Teacher's manual, 68 cents. Other books of the McConnell series are: *Geography of the Americas*, \$2.60; *Geography of Lands Overseas*, \$2.64; *Geography of Working World*, \$2.68; *Geography and World Affairs*.

The Growth of Our Nation

By Rev. J. G. Cox and others. \$1.72. Loyola, 1950.

This fourth book of *Voyages in History* series is a history for grade 7. It begins with Andrew Jackson and ends with the beginning of World War I, emphasizing westward expansion and the Civil War. A thoroughly Catholic interpretation.

The Iroquois History Series

By Gertrude and John Van Duyn Southworth. Iroquois.

Titles new in 1950 are: *Long Ages in the Old World*, \$2.56 (teacher's manual, 50 cents; workbook, 68 cents); *Early Days in the New World*, \$2.64 (workbook, 60 cents). *The Story of Our America*, for gr. 7 and 8, is announced for 1951.

Catholic Geography Series

By Sister M. Juliana (of Maryknoll) and Frederick K. Branom. *Neighbors in Eurasia and Neighbors Across the World*, 2 books for gr. 6. Saddlier, 1950.

The Catholic School History Series

By Msgr. E. J. Goebel and others. Laidlaw, 1950.

Builders of Our Country, gr. 4; *The Story of My America*, gr. 5; *Our Old World Background*, gr. 6; *A History of the U. S.*, gr. 7 and 8.

Story of Our Land and People

By Moon. Hoelt, 1949.
8 colored maps give a preview of American history. The publishers say that the book "is probably the only textbook easy enough for its grade." Gr. 7 and 8.

Atwood and Thomas Geographies
Neighborhood Stories, \$1.80. Ginn, 1950.

Workbook for above, 56 cents. These are 1950 editions of primary units of these well-known geographies.

Cross-Country

By Hanna and Kohn. \$2.20. Scott, 1950.

Geography for gr. 4. There is, at the same price, a teacher's ed., including guidebook.

Living in Our America

By Quillen and King. \$3.32. Scott, 1950.

This social studies book is for grade 8.

The Story of American Democracy

By Casner and Gabriel. \$3.32. Harcourt, 1950.
Completely revised. Relates American history to world history. Gr. 7 and 8.

Building America

A publication of the Association for Supervision and Curriculum Development of the N.E.A. It is published as a series. \$5.95 per vol. Order from Building America, Suite 500, 2 West 45th St., New York 19, N. Y.
Vol. 1, *The Eastern Hemisphere*; Vol. 2, *United States History, Geography and Civics*, Part 1; Vol. 3, *U. S. History, Geography, and Civics*, Part 2; Vols. 4 and 5, *Industries and Occupations*. Each unit has 32 pages, profusely illustrated and provided with a study guide.

History on the March Series

By Allan Nevins and others. Seven books, gr. 3-9. Heath.
History of the U. S. in relation to the rest of the world.

Pioneer Children of America

By Emerson and others. \$1.96. Heath.
History for gr. 3. Teacher's guide and progress book available.

Our Neighbors Geographies

By J. Russel Smith and others. Winston.
Neighbors Across the Seas, for grades 6-7, is a 1950 edition.



A Book Fair conducted by St. Rose of Lima School, York, Pa. The pictures show two of the four booths. The pupils wrote to authors and received many replies. Nearly 500 books were sold to those who visited the exhibit. The children presented book plays. The Sisters of St. Joseph are in charge.

SPELLING**Learn to Spell**

By Rogers and others. 7 books, gr. 2-8, each 68 cents. Rand. Teach to: analyze new word, recognize sound, analyze letter sequence, patterns of similarity, techniques of study, to apply spelling ability to new words.

My Workbook Spelling (Rev.)

By Yoakam and Daw. Revisions of gr. 2, 3, 4, 5, and 6, each 52 cents. Ginn, 1950.

The Catholic School Speller

By Sister Elizabeth and others. Laidlaw, 1950. Series for gr. 2-8, prepared under

the direction of Msgr. Hagan, supt. of schools of the Diocese of Cleveland.

Correct Spelling

By Taylor and others. 7 books, gr. 2-8. Each 78 cents. Noble. Each word in context. Colored illustrations for gr. 2-3. Gr. 4-8 have a dictionary explaining pronunciation, meaning, and use.

Spelling We Use

By Horn and Ashbaugh. Lippincott, 1950. Revision of a popular series for grades 2-8. Features a new 3-period-per-week program. Teacher's manual available.

ELEMENTARY LIBRARY**The Wanderings of Wopsy****Wopsy and the Witch Doctor**

By Gerard F. Scriven, W.F. Each \$2.25. Catechetical, 1950.

Teachers and children have been waiting more or less patiently for three years for these new Guardian Angel stories.

Christmas Story Color Book

15 large outline pictures of scenes from the Christmas story, each with the accompanying Scripture quotation. 20 cents. Catechetical, 1950.

Son of the Coach

By Philip Harkins. \$2.50. Holiday, 1950.

College football. A student learns from his father.

Shipmates Down Under

By Dale Collins. \$2.25. Holiday, 1950.

Wild Trek

By Jim Kjelgaard. \$2.50. Holiday, 1950.

Adventure in Canadian Wilds by a man and a dog.

Joe Panther

By Zachary Ball. \$2.50. Holiday, 1950.

Story of a Seminole Indian boy.

The Boatswain's Boy

By Robt. C. Du Soe. \$2.25. Longmans, 1950.

A story of the War of 1812 for ages 12-16.

Dusty and His Friends

By Irma Black. \$1.50. Holiday, 1950.

Story of a beagle pup for ages 6-9.

Chip, the Dam Builder

By Jim Kjelgaard. \$2.50. Holiday, 1950.

The work of beavers.

St. Patrick's Summer

By Marigold Hunt. \$2.50. Sheed, 1950.

A story containing religious instruction, for ages 10-14.

Make Way for the Brave

By Merritt P. Allen. \$2.50. Longmans, 1950.

Adventure story of the West. Ages 12-16.

The Quiet Noisy Book

By Margaret Wise Brown. \$1.50. Harper, 1950.

For ages 3-6.

History Can Be Fun

By Munro Leaf. \$1.75. Lippincott, 1950.

Illustrated book for ages 7 and older. Previously published: *Arithmetic Can Be Fun*, *Grammar Can Be Fun*, and *Manners Can Be Fun*.

Games You Can Make and Play

By Paul V. Champion. \$2. Bruce, 1950.

28 games which handy boys can make.

The Story of Mary, the Mother of Jesus

By C. and R. Beebe. \$2. Bruce, 1950.

Star Spangled Stories

By Wm. and Mary Lamers. \$2.50.

Bruce, 1950.

Lives of nine Civil War heroes — four Confederate and five Union — who died as Catholics.

Ex-Cub Fitzie

By Neil Boyton, S.J. \$2.50. Bruce, 1950.

Adventures of a Scout troop in and about New York City.

True Stories for First Communicants

By a Sister of Notre Dame. \$1.25. Herder, 1950.

This is a companion to *First Communion Days* by the same author. Each book has 12 stories about boys and girls.

Angel Food for Jack and Jill

By Rev. Gerald T. Brennan. \$2. Bruce, 1950.

28 stories on a variety of moral points.

The Petersham Story Books

By Maud and Miska Petersham. 18 books. Each 75 cents. Complete set \$8. Winston.

Stories of food, clothes, houses, ships, trains, wheels, transportation, wheat, corn, rice, sugar, gold, coal, oil, iron and steel, wool, cotton, silk. gr. 4-6.

Plastic Arts and Crafts**Golden Cloud**

By Leland Sillimann. \$2. Winston, 1950.

A horse story. Gr. 6-12.

Jinks of Jayson Valley

By F. E. Rechnitzer. \$2. Winston, 1950.

A collie separated from its owner in an airplane crash. Gr. 6-12.

Little Boy and His House

By Mary Adshead and Stephen Bone. \$2. Winston, 1950.

Gr. 1-3.

Colt of Destiny

By Alida Malkers. \$2.50. Winston, 1950.

On Catholic Children's Booklist. Gr. 6-12.

Door of the North

By Elizabeth Coatsworth. \$2.50. Winston, 1950.

Voyage of Norsemen. Gr. 6-12.

Fourth Down Pass

By Jack Paulson. \$2. Winston, 1950.

Gr. 6-12.

GRADES IX TO XII**ARTS AND CRAFTS****Making Useful Things of Wood**

By Franklin H. Gottshall. \$4.50. Bruce, 1951.

Plans, pictures, diagrams, working directions for 33 unique projects.

Home Mechanics for the General Shop

By Carl J. Schaefer. \$1.60. Bruce, 1950.

Woodwork Visualized

By Ross C. Cramlet. \$2.50. Bruce, 1950.

A complete course composed of 131 plates.

Beauty Culture Teacher's Manual

By Cherioli. \$3. Bruce, 1950.

The science and practice of beauty culture.

Bedroom Furniture

By V. E. Broadbent. \$4. Bruce, 1950.

56 projects.

Modern Book Ends

By R. B. Newhauser. \$2.25.

Bruce, 1950.

24 projects.

Mechanical Drawing

By Nicholson. \$2.40. Van.

The Joy of Hand Weaving

By Gallinger. \$4.75. International, 1950.

Complete coverage. Grades 8-10.

Leather Tooling and Carving

By Groneman. \$2.75. International, 1950.

Comprehensive and simplified treatment of all phases of leatherwork for amateurs.

Plastic Arts and Crafts

By Adams. \$2.20. Van.

The Radio Imp

By Archie Binns. \$2. Winston, 1950.

Honor Book of *N. Y. Herald Tribune*. On the Catholic Children's Booklist. Gr. 3-6.

The Silver Fleece

By Florence and Carl Means. \$2.50. Winston, 1950.

A story of the Spanish in New Mexico. Gr. 6-12.

Son of the Hawk

By Thomas Raddall. \$2.50. Winston, 1950.

Story of a boy in pre-Revolutionary days. Gr. 6-12.

Adventure Stories from Story Parade

Selected from *Story Parade* magazine. \$2.50. Winston, 1950.

For gr. 3-6.

Happy Playtime

By Mary Gramman. \$1.50. Winston, 1950.

For gr. 3-6.

My 66 Years in the Big Leagues

By Connie Mack. \$2.50. Winston, 1950.

An autobiography. Gr. 6-12.

Problems in Architectural Drawing

By Elwood. \$2.80. Bennett, 1950.

Completely revised ed.

Industrial Arts Woodworking

By Feirer. \$2.60. Bennett, 1950.

An outstanding textbook for beginners.

Adventures in Weaving

By Greer. \$7.95. Bennett, 1951.

An outstanding book for either the beginner or the advanced weaver. Fully illustrated.

Your Textile Printing

By Evelyn Brooks. \$2.75. Bennett, 1950.

All types discussed. Simple types stressed. Ideas for the home such as designing and printing curtains, covers, etc.

Problems in Blueprint Reading

By Castle. Paper cover. \$1.24. Bennett, 1950.

Explains making of working drawings.

Popular Weaving Crafts

By Crowell. \$2. Bennett, 1950.

Loom work, finger and card weaving, designing, and hooking. Illustrated.

Exterior-Interior Finish for the Small House

By Lee Frankl. \$1.76. Prentice, 1950.

Describes exterior and interior finish of a specific small house. For classes in woodworking, carpentry, and home construction.

Technical Drafting Essentials

By Luzadder. \$2.75. Prentice, 1950.

A self-teaching textbook which may be used in ordinary high schools as well as in technical schools.



Catholic Book Week, 1950, at St. Joseph High School, Pomona, Calif. Rev. Thos. English is the administrator. Felician Sisters are the teachers.

COMMERCIAL

Fundamentals of Mimeographing (New Ed.)

Ed. by Agnew & Cansler. A. B. Dick Co., 1950. Procedure of each lesson: (1) purpose, (2) materials, (3) model, (4) procedure, (5) summary. The book may be used with any suitable stencil duplicating material. The publishers supply, free of charge, to teachers Certificates of Proficiency which the pupil can use as proof of his competence when applying for a position.

Correlated Dictation and Transcription

By Forkner & others. \$3.24. Heath.

Simplified Gregg edition correlates shorthand, typewriting, punctuation, vocabulary, English, spelling, and word division. Teacher's manual and key available.

Essentials of Business Arithmetic. (3rd ed.)

By Kanzer & Schaaf. \$2.56. Heath.

Bookkeeping and Accounting

By Wolpert & others. Prentice, 1950.

A completely revised and modernized edition. Carefully planned presentation. Questions and drill problems.

Selling in Stores

By Smith & Breen. \$1.96. Harper.

Standard Handbook for Secretaries

By Lois Hutchinson. \$3.50. McGraw, 1950.

New 6th rev. ed. A real desk companion with latest information, indexed.

ENGLISH

How to Debate (3rd. ed.)

By Summers & others. \$2.75. Wilson, 1951.

Action!

By Winn & others. Iroquois, 1951.

This is the 9th-grade book of the *Beacon Lights to Literature* series.

English for Every Use

By Tanner & Cheever. Bk. I, \$2.16; Bk. II, \$2.16; Bk. III, \$2.24; Bk. IV, \$2.24. Ginn.

A Key and Teacher's Manual for each of these books was published in 1950. Each 60 cents.

The World in Literature

By Collette & others. I, \$3; II, \$3; III, \$3.28; IV, \$3.28. Ginn. Studies to accompany each of these books were published in 1950. Each 84 cents.

American Speech (3rd ed.)

By Hedde & Brigance. Lippincott, 1951.

Offers courses from one to four semesters.

Daily Drills for Better English (New Ed.)

By Webster & Stratton. \$1.88. World, 1950.

A complete handbook and drill book, in harmony with current accepted practices.

English for Today

By Gray & Hach. Lippincott, 1950.

Good testing and activity programs, preceded by adequate instructional materials. A grammar and usage handbook is bound with each book. 4 books for grades 9-12.

English Handbook

By Bailey & Horn. Am. Bk. Co., 1949.

Pocket size. Used as a textbook in grammar, drill and exercise book, or for reference.

Word Wealth

By Ward Miller. Holt.

Two books, senior and junior, present a timesaving plan for vocabulary building.

Handbook of English: Bk. II

By John E. Warriner. \$1.72(?) Harcourt, 1951.

A teaching handbook for grades 11 & 12. Minimum essentials of grammar. A companion to Bk. I for grades 9 & 10.

English

By Stoddard & others. 4 books for high school. Am. Bk. Co., 1951.

An extension of the elementary series by the same authors. Grammar treated functionally and technically in two sections. There are workbooks for book 1 and 2.

Good Times Through Literature

By Pooley & others. \$3.20. Scott, 1950.

Exploring Life Through Literature

By Pooley & others. \$3.36. Scott, 1950.

These are 1950 editions of first- and second-year anthologies. Each has a *Think-It-Through* guidebook.

Great Short Stories

Ed. by Wilbur Schramm. \$1.72. Harcourt, 1950.

Contains 29 stories from nineteenth and twentieth centuries. 50-page introduction on the reading of short stories, biographical and critical notes, study questions.

Increase Your Vocabulary

By Gilmarin. \$1.20. Prentice, 1950.

Complete study of pronunciation, spelling, origin of words, and root words. Uses device of vocabulary games. Inventory tests are provided at the start of the course.

Harper's English Grammar

By Opdycke. \$2. Harper.

Harper's Handbook of English By Shaw & Shattuck. \$1.80. Harper.

English in Action (5th ed.)

By Tressler. Course I, \$2.28; II, \$2.28; III, \$2.40; IV, \$2.40. Heath.

Appeals to teachers and students. Practice books, answer books, and teacher's manuals are available.

Learning to Write (Rev. Ed.)

By Smith & others. Heath.

A comprehensive textbook in composition and grammar. An *Atlantic Monthly* Press Book.

GUIDANCE

Vocation Stories

A powerful booklet of 33 pages of biographical incidents of famous characters of the Church. 10 cents. Religious Educator, Mont La Salle, Napa, Calif.

Thoughts on Vocation

A vocational thought for each week of the school year. The publishers also have posters to match the thoughts of the booklet. Religious Educator, Mont La Salle, Napa, Calif.

We Live With Our Eyes Open

By Dom Hubert Van Zeller, O.S.B., \$2. Sheed, 1950. The publishers suggest this as useful for vocational guidance.

A Month of Prayer to Our Lady, Patroness of Vocations

By Edward F. Garesché, S.J. 15 cents. Vista.

What Should We Think of the Brother's Vocation?

By Edward F. Garesché, S.J. 15 cents. Vista.

Everyday Occupations (2nd ed.)

By Davey & others. \$3.24. Heath.

Teen

By Rev. Chas. E. Leahy, S.J. \$2. Bruce, 1950.

A practical guide for parents in building understanding with their children.

What Must I Do?

By Sister M. Paul Reilly. \$2. Bruce, 1950.

Complete information on convent life.

Craftsmen in the Graphic Arts

By Clark. 3rd ed. in preparation. International.

Complete coverage of the printing industry.

You Can Change Your Career

By Martin Panzer. \$2.95. McGraw, 1950.

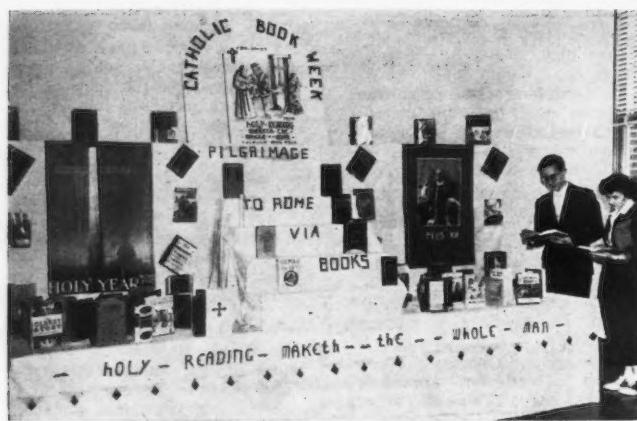
An employment counselor gives practical help to career seekers of all ages.

HOME ECONOMICS

Betty Crocker's Picture Cook Book



"At least one new Catholic book in every home" was the slogan for this project by St. John the Evangelist School, Kansas City, Kans., February, 1950. Orders were taken for any book displayed.



Catholic Book Week, 1950, at St. Mary's High School, Independence, Mo. Sisters of Mercy in charge.

Case bound, \$2.95. Ring bound, \$3.95. McGraw, 1950.

Our Food

Our Clothing

Our Home and Family

By Baxter & others. Lippincott, 1951.

Three books for the introductory course in home economics.

Sharing Family Living

By Baxter & others. Lippincott, 1951.

Another introductory book containing much of the material in the 3-book series. Publishers say that it emphasizes Christian relationships in the home.

LANGUAGES

Pour Lire et Parler

By Eliz. Peters & Sr. Jerome Keeler, O.S.B., \$2.80. Loyola, 1950.

A basal textbook for high school, a second French reader with excerpts from modern French Catholic writers and other selections.

Basic French Grammar

By Pfeiffer. Holt. One volume gives grammar for a 2-year course. 80 lessons and 10 reviews.

Portrait of Bloy

By Elfriede Dubois. \$2. Sheed, April, 1951. Study of Leon Bloy. For classes in French Literature.

An Introduction to French

By Roeming & Young. Heath. A new textbook; includes grammar, vocabulary, oral and written exercises, spelling, and pronunciation.

Recueil de Lectures

By Stock & Stock. \$1.88. Heath. An intermediate reader. Short stories, poems, folk songs, and a play.

Au Pays du Soleil

By Roche & Roche. \$2. Heath. 23 stories from Provence.

Écrire et Parler

By Schwartz. \$2. Harper. Third-year composition and review of grammar.

Flieszend Deutsch

By Ernst Rose. Heath. Composition and conversation with special attention to limiting the vocabulary, selecting idioms, and presenting correct usage.

Easy German

By Lipsky & Reifler. Holt. Two books give grammar, conversation, and reading for a 2-year course.

Fundamental German

By Fehlan. \$2.50. Harper. Army methods of teaching language.

Italian Review Grammar and Composition (Rev. Ed.)

By Vincenzo Ciaffari. \$2.48. Heath. A complete course in composition.

Third Year Latin

By Roy Deferrari & Sr. Francis Joseph. \$2.96. Bruce, 1950. Introduces students to Roman rhetoric and oratory, from Cicero to St. Augustine. A study of Christian Latin literature.

Using Latin II

By Scott & others. \$2.88. Scott, 1950. A new 2nd yr. Latin.

Fundamentos de Espanol

By Salas & Silas. \$2.52. Winston, 1950.

Graded Spanish Readers, Intermediate Alternate

By Castillo & others. Book VI, 64 cents. Heath.

Practical Spanish Grammar

By C. E. Kany. Heath. A one-term course with dialog, exercises, and suggestions for self-drill.

Curso Moderno de Espanol

By Pittaro & Green. Heath. A complete textbook for a 2-year course.

El Espanol al Dia. Book Two

By Turk & Allen. \$2.88. Heath. 2-year course based chiefly on conversation.

Fronteras II

By Arjona & Tatum. \$3. Scott, 1950. A new 2nd yr. Spanish.

Voces de la Americas Voces de la Espanas

By Kaulfers. Holt. First and second year Spanish. The first book puts "Spanish into modern dress." The second is the complete textbook in reading, conversation, and grammar.

Spanish for Today

By Coates. \$2.40. Harper. A beginning course.

Holt Spoken Language Series

Based on "army" courses. "An ideal supplement in any of 21 languages from popular French, Spanish, and German to Hindustani and Hungarian. Each course (24 double-faced records and textbook) has four hours of recorded conversation."

MATHEMATICS

First Algebra

By Virgil S. Mallory. Sanborn, 1950.

"The pupil is not asked to master meaningless forms with the promise that maybe some day when he grows up he will have occasion to use them—he sees the use now."

Modern-School Geometry (New Ed.)

Modern-School Solid Geometry (New Ed.)

By Schorling & others. \$2.24 & \$1.92. World.

Instructional Tests in

Plane Geometry (Rev. Ed.)

By Bishop & Irwin. 56 cents. World.

45 standardized tests each covering a unit of work. Give one or two tests each week.

Mathematics to Use

By Potter & others. \$2.48. Ginn, 1950.

Mathematics in Life, Basic Course

By Schorling & Clark. \$2.40. World.

General mathematics for ninth grade. A workbook for the course is priced at 72 cents.

Mathematics for the Consumer

By Schorling & others. \$2.52. World.

For all students, particularly for

those in upper high school grades who will not study higher mathematics. Teacher's manual, 28 cents.

Senior Mathematics

This "topping-off" course for senior high school, published by Holt, covers the arithmetic, algebra, geometry, and trigonometry essential for the average person.

Plane Geometry

By Shute, Shirk & Porter. Am. Bk. Co., 1949. Authors tried to eliminate the necessity of explaining theorems during recitation period. Thus many more original problems can be solved.

Mathematics in Daily Use (Rev. Ed.)

By Hart & others. \$2.20. Heath. For grade 9. Convincing the student that mathematics is indispensable. There is a teacher's manual and a workbook.

Making Mathematics Work

By Nelson & Grime. Houghton, 1950.

General mathematics applied to actual everyday problems familiar to the students. Illustrated and supplied with self-teaching aids.

Mathematics You Need

By Haasle & others. \$1.96. Van. A general mathematics.

Algebra: Its Big Ideas and Basic Skills

By Aiken & Henderson. \$2.48. Harper.

Plane and Spherical Trigonometry

By Nelson & Follett. \$2.40. Harper.

Clear Thinking: An Approach Through Plane Geometry (Rev. Ed.)

By Schnell & Crawford. \$2.40. Harper.

Geometry, Meaning and Mastery

By Welkowitz & others. \$2.60. Winston, 1950.

Plane Geometry Experiments

By Archer & others. 96 cents. Van.

The 60 experiments make basic ideas of geometry easier to understand.



St. Michael's School, Duluth, Minn. Catholic Book Week, 1950. The children are enjoying their books and displaying their Catholic Press Month booklets. Dominican Sisters of Springfield, Illinois, are in charge.

RELIGION

Religion and Life

By Most Rev. John F. Noll, Pub. by O.S.V.
Four vols. for high school classes or for home study. Vol. I, *Religious Practice and the Sacraments*, \$1.25; Vol. II, *Doctrine and the Commandments*, \$1.25; Vol. III, *Private and Social Conduct: Social Problems*, 85 cents; Vol. IV, *The World You Will Face*, 85 cents. Complete set of the four vols., \$3.50. Discount allowed for quantity orders of each volume.

Guidance

By Rev. Austin G. Schmidt, S.J. \$1.92. Loyola, 1950.
This third book of *Religion Essentials* series is a basal textbook for grade 11. A book of apologetics establishing the divinity of Christ, etc. A short life of Christ, consideration of the Gospels, and a résumé of Church activities.

SCRIPTURE TEXTBOOKS

1. *A Short Life of Our Lord*, by Patrick J. Crean, Ph.D. \$2.50. Newman, 1951. An introduction to the Gospel for high school.
2. *Old Testament Stories*, by Hubert Van Zeller, O.S.B. \$2.50. Newman.
3. *The Kingdom of Promise*, by R. A. Dyson, S.J., & A. Jones. Sacred History.
4. *The Church in the New Testament*, by Sebastian Bullough, O.P. \$2.75. Newman.
5. *A Study of the Gospels*, by Rev. Thomas E. Bird, D.D.
6. *St. Paul and Apostolic Writings*, by Sebastian Bullough, O.P. \$3. Newman.

The Breaking of Bread

By John Coventry, S.J. \$3. Sheed, 1950.
A history of the Mass. Photographs by John Gillick, S.J., show the priest at significant moments of the Mass.

The Catholic Doctrine of Grace

By G. H. Joyce, S.J. \$2.50. Newman, 1950.
Written for the laity.

Faith of the Roman Church

By C. C. Martindale, S.J. \$2.50. Sheed, 1951.
Concise statement of the Catholic faith, with a short history of the Church, and a survey of her position in the world today. Suitable for Church history and religion classes.

For Goodness Sake

By William Lawson, S.J. \$2.50. Sheed, 1951.
Theological and cardinal virtues and the possibility of their practice here and now. For religion classes and retreat reading.

Our Catholic Heritage

By a Benedictine Monk. \$3.50. Benziger, 1950.
The history of the Church in America, state by state. Social, economic, and industrial phases.

SCIENCE

Discovery Problems in Chemistry with Cebo Filmguides

An extensively revised workbook in two colors, including free Filmguides. Entrance, 1950.

Discovery Problems in Physics with Cebo Filmguides

Same as above for physics. Entrance, 1950.

Vitalized Chemistry

A revised, condensed textbook with a review of essentials. Entrance, 1950.

Chemistry Today

By Biddle & Bush. \$3.36. Rand, 1950.

A practical textbook. Laboratory manual in preparation, \$1.28. Tests in preparation, 44 cents.

Dynamic Physics

By Bower & Robinson. \$3.36. Rand, 1950.

Principles and applications taught together. Laboratory manual, \$1.28; achievement tests, 44 cents.

Air-Age Geography and Society (Rev.)

By Chamberlain & Stewart. Lippincott, 1951.

A general geography — physical, commercial, and political. Up to date.

The Physical Sciences (Rev.)

By Eby & others. \$3.56; Laboratory Guide, \$1.44. Ginn, 1950.

General Science for High School

By Painter & Skewes. \$2.13. Mentzer, 1950.

The first general science textbook to name God as the Creator of the universe. The publishers claim a large sale of this book in public as well as Catholic schools.

Dull's Modern Chemistry

Rev. by Brooks & Metcalfe. Holt, 1950.

Complete revision. Inductive method. All material essential for complete high school course.

Dull's Modern Physics

Rev. by Metcalfe & Brooks. Holt, 1949.

Includes latest applications in agriculture and industry and more about nuclear physics.

Sun, Moon, and Stars

By Skilling & Richardson. \$2.75. McGraw, 1950.

"An Astronomy for beginners."

Sourcebook on Atomic Energy

By Glasstone. \$2.90. Van.

Prepared under direction of the Technical Information Service, Atomic Energy Commission.

SOCIAL STUDIES

Economics for Our Times (2nd ed.)

By Augustus H. Smith. \$2.60. McGraw, 1950.

Problems in American Democracy (2nd rev.)

By Patterson & others. \$3.32. Macmillan, 1951.

Revision of an outstanding textbook announced for 1951.

UNIT OUTLINES IN AMERICAN HISTORY

A new outline for senior high school, with a section on "Developing Social Studies Skills." Entrance, 1950.

Hammond's Atlas of the Bible Lands

A 1951 edition is announced for early publication. 50 cents. Hammond.

Includes 33 colored maps, also pictures from photographs.

Hammond's Historical Atlas

Board covers. 50 cents. Hammond, 1950.

Maps trace history of 2500 years. Each student can have his own copy.

OUR CHANGING GOVERNMENT (Rev.)

By Steinber & Lamm. Lippincott, 1950.

For advanced classes. Treats local, state, and national governments & place of U. S. in world affairs.

A HISTORY OF OUR COUNTRY (New Ed.)

By Muzzey. \$3.60. Ginn. 1950 additions to this series are: Workbook with Unit and Final Tests, \$1.08; Unit and Final Tests, 40 cents; Teachers' Manual, 60 cents.

Story of America

By Harlow. Holt, 1949.
For senior high schools. Written in a "friendly" style.

Story of Nations

By Brown. Holt.
Uses the survey method. Stresses world citizenship.

AMERICAN HISTORY

By Todd & Curti. \$3.76. Harcourt, 1950.

Relates American history to world history. For senior high school.

UNITED STATES HISTORY

By Wirth. Am. Bk. Co.
For years 11-12. Emphasizes the period from 1900 to 1950.

THE MAKING OF MODERN AMERICA

By Canfield & others. Houghton, 1950.

For grades 11-12. Devotes more than half the book to period since 1865. Well illustrated and supplied with many teaching aids. A *Workbook and Tests* adds much to teaching efficiency.

YOU AND YOUR COMMUNITY

By L. J. O'Rourke. \$3.24. Heath.
An analysis of civic projects, activities of workers, employment trends, and related aspects of vocational guidance. Teacher's manual and activities notebook available.

AMERICAN GOVERNMENT: BASIC DOCUMENTS AND MATERIALS

By Dixon & Plischke. \$3.60. Van.

THIS IS AMERICA'S STORY

By Wilder & others. Houghton.
A history for grades 7-8 which stresses important events. Has many teaching aids. *Practice and Review Tests* to accompany the text is a 1950 publication. Useful as a brief workbook or as achievement tests.

AMERICA: ITS HISTORY AND PEOPLE (1950 ED.)

By Faulkner & Kepner. \$3.56. Harper.

A HISTORY OF OUR WORLD

By Gould & others. In preparation. Harper.

MONEY

By Clark & Rimanoczy. \$1.75. Van.

A simple explanation of money and its effects on the lives of people.

HIGH SCHOOL LIBRARY

TWENTY-FIVE YEARS OF CRUSADING

By Raymond P. Witte, S.M. The National Catholic Rural Life Conference, Des Moines, Iowa. A history of the N.C.R.L.C.

CHAIM WEIZMANN: BUILDER OF A NATION

By Rachel Baker. \$2.75. Messner, 1950.

The man from the ghetto of a Russian village who became the first president of Israel.

MAKE WAY FOR MARY

By Rev. James J. McNally. \$2.75. Wagner, 1950.

A series of talks on Our Lady.

THE MARYKNOLL STORY

By Bob Considine. \$3. Doubleday, 1950.

Glimpses of mission life, illustrated.

DUKE OF THE BRUINS

By Roger L. Treat. \$2.50. Messner, 1950.
A football story.

ONE MOMENT PLEASE

By Rev. James Keller, M.M. \$2. Doubleday, 1950.
Stories that tell what you can do to change the world.

SCHOLASTIC BOOK SERIES

These are reprints of well-known titles. They are published by Scholastic Book Service. Some recent or forthcoming titles are: *Cyrano de Bergerac*, 25 cents; *This Is America*, some 100 pieces by famous Americans selected by Max Herzberg, Jan., 1951, 25 cents; *The Perfect Hostess*, by Maureen Daly, 25 cents; *Laughing Boy*, Oliver La Farge (Navajo Indians), 25 cents, 1951; *This Is My Story*,



Catholic Book Week, 1949, at St. Therese School, Kansas City, Mo., Sisters of Charity B.V.M. in charge.

- by Eleanor Roosevelt, 25 cents; *You Can Change the World*, by Rev. James Keller, 25 cents; *Roosevelt and Hopkins*, Vols. I & II by Robt. Sherwood, each 35 cents; *The Oregon Trail*, by Francis Parkman, 35 cents; *Plutarch's Lives*, ed. by E. C. Lindeman, 35 cents; *University of Chicago Spanish-English, English-Spanish Dictionary*, 35 cents; *Stars In My Crown*, by Joe David Brown, 25 cents (historical action novel just after the Civil War).
- Winter Wedding**
By Martha B. Harper. \$2.50. Longmans, 1950. Romance for older girls. Pennsylvania and Iowa in 1865-67.
- The Odyssey of St. Francis Xavier**
By Theodore Maynard. \$3. Newman, 1950. A reprint of one of Maynard's best studies.
- Many-Colored Fleece**
Ed. by Sister Mariella Gable, O.S.B. \$3. Sheed, 1950. Anthology of short stories. Some of the authors are: Graham Greene, Sean O'Faolain, Frank O'Connor, J. F. Powers, Lucile Hasley, and John Steinbeck.
- The Imitation of Christ**
Tr. by Edgar Daplyn. \$2. Sheed, 1950. A modern English version.
- The Gospel in Slow Motion**
By Msgr. Ronald Knox. \$2.50. Sheed, 1950. Gospels read at Sunday Masses.
- The Mary Book**
Assembled by F. J. Sheed. \$4. Sheed, 1950. Anthology of prose and verse, illustrated. Authors include Sigrid Undset, Paul Claudel, Msgr. Knox, Caryll Householder, Gerard M. Hopkins, G. K. Chesterton, and Hilaire Belloc.
- Madame de Chantal**
By Rev. H. J. Heagney. \$3.50. Kennedy, 1950. The life of St. Jeanne Frances, founder of the Order of the Visitation.
- A Spoiled Priest and Other Stories**
Ed. by Sister Miriam. \$3.50. Kennedy, 1950. An anthology of short stories and sketches from *The Thinker's Digest*. May be used in writing classes.
- Alice Meynell Centenary Tribute**
Ed. by Terence L. Connolly, S.J. \$2.25. Humphries, 1950.
- In the Canyon's: Of Yosemite National Park of California**
By S. L. Foster. \$3. Humphries, 1950.
- Great Expectations**
By Dickens. Ed. by Blanche Jennings Thompson. \$1.56. Harcourt, 1950. Abridged 50 per cent but not rewritten. Includes introduction and study helps.
- The Lived the Faith**
By Thos. P. Neill. \$3.50. Bruce, 1951. Biographies of 13 laymen who contributed to the Church's revival amidst the moral breakdown of the nineteenth century.
- What Are These Wounds?**
By Thos. Merton. \$2.50. Bruce, 1950. Biography of St. Lutgarde, thirteenth-century Trappistine mystic.
- This Is Spain**
By Richard Pattee. \$6.50. Bruce, 1951. A factual report by an authority.
- St. Maria Goretti**
By Marie C. Buehrle. \$2.50. Bruce, 1950. Biography of the Italian girl who died in 1902 as a martyr for purity and was canonized during the Holy Year.
- The Holy See at Work**
By Rev. Edward L. Heston, C.S.C. \$2.50. Bruce, 1950. The governing body of the Church.
- Germany: 2000 Years**
By Kurt F. Reinhardt. \$8.50. Bruce, 1950. Germany from the Huns to the fall of the Weimar Empire.
- Mexico: A Land of Volcanoes**
By Most Rev. J. H. Schlarman. \$5. Bruce, 1950.
- A history of Mexico**, stressing the political eruptions from Cortes to Aleman.
- By Thy Holy Cross**
By Rev. Paul J. Elsner. 75 cents. Bruce, 1950. Seven sermons on the Stations of the Cross.
- Current Social Problems**
By Dr. Clement S. Mihanovich. \$3.50. Bruce, 1950. Presents social problems in the light of Christian principles.
- Catholic Social Principles**
By John F. Cronin, S.J. \$6. Bruce, 1950.
- Making Good Talk**
By Austin J. App. \$2.50. Bruce, 1950. A guide to better conversation.
- Cervantes**
By Gary MacEoin. \$3.50. Bruce, 1950. A new literary portrait.
- Sports and Physical Education**
A. S. Barnes & Co. has submitted its 1950 catalog of publications on Health, Physical Education, Recreation, Camping, Dance, Rhythms, and Outdoor Sports. We just don't know what to select for special listing. We suggest that, if you are interested in any of these subjects, you get the catalog.
- Television Simplified**
By Kiver. \$5.20. Van. New edition for average radio student who does not have an engineering degree.
- Write Your Own Letters**
By Rosenfeld. 50 cents. Noble, 1950. For adult education classes or private study. All types of business and social letters, forms, etc.
- The American Catholic Who's Who, Vol. 9.**
Biographies of 6000 living American Catholics. Geographical index and necrology. List, \$6.50; to schools and libraries, \$5.85. Romig, 1950.
- The Guide to Catholic Literature, 1949.**
An author-title-subject index with biographical and critical notes and references. Subscription price, \$3.75. Romig, 1950.
- The American Book of Days (2nd ed.)**
By Douglas & Compton. \$6. Wilson, 1948. Anniversaries and events for each day of the year.
- Catholic Biblical Encyclopedia**
By Rev. J. E. Steimmueller & Kathryn Sullivan. \$9.50. Wagner, 1950.
- Goode's School Atlas**
A complete reference and map textbook. Revised in 1949. \$5. Rand.
- Managing a Farm**
By Johnson & others. \$2.80. Van. Valuable information on all kinds of farming.
- Elements of Automobile Mechanics**
By Heitner & others. \$2.80. Van.
- F-M Simplified**
By Kiver. \$4.80. Van, 1951. Only a general knowledge of radio is necessary to understand this new book.
- How to Run a Small Business**
By J. K. Lasser. \$3.95. McGraw, 1950.
- Lift Up Your Heart**
By Msgr. Fulton J. Sheen. \$3. McGraw, 1950. Teaches one to forget self and thus obtain tranquility of soul.
- Harper's Modern Classics**
Special school editions. Each 95 cents. Harper. Includes *Adventures of Sherlock Holmes, Far From the Madding Crowd, Boy's Life of Edison, Boy's Life of Mark Twain, Seventeen*, etc.
- Journalism and the Student Publication**
By Spong and Maquire. In preparation. Harper.
- Poems for Enjoyment**
Ed. by Lieberman. \$1.92. Harper.
- Careers in the Making (2nd Series)**
Ed. by Logie. \$1.80. Harper. Readings in modern biography as studies in vocational guidance.
- Literary Adventures in a Modern World**
Ed. by Hoffman. \$1.60. Harper. For technical minded students.
- Within Our Gates**
Ed. by McLellan & De Bonis. \$1.80. Harper. Stories of problems of the foreign born.

REFERENCE BOOKS

- The National Catholic Almanac**
Compiled by Franciscan Clerics. \$2 (paper, \$1.50). Published annually by St. Anthony Guild Press, Paterson, N. J.
- The World Book Encyclopedia**
18 vols. 10,000 pages. 18,000 illustrations. The 1951 edition. Field. This standard reference set for children has been a favorite of Catholic teachers for many years. In the late editions all Catholic articles and material pertaining to Catholic doctrine have been authenticated by Msgr. Fulton J. Sheen.
- Compton's Pictured Encyclopedia**
15 vols., Compton. A standard reference book for schools, kept up to date. The Fact Index of about 900 pages consists of index references and brief statements of facts.
- The Book of Knowledge**
20 vols. Standard school encyclopedia. Grolier Society.

BOOKS FOR TEACHERS

The Paschal Mystery

By Louis Bouyer, Orat. Tr. by Sister M. Benoit, R.S.M. \$5. Regnery, 1950.

A scholarly treatment of the liturgy of Holy Week.

Exploring a Theology of Education

By Edward A. Fitzpatrick, Ph.D. \$3.50. Bruce, 1951.

Puts the theology of education based on God's revelation in its relation to the philosophy and the sciences of education.

Come Creator Spirit

By Rev. A. Biskupek, S.V.D. \$3. Mission, 1950.

The work of the Holy Spirit applied to our own times.

Readiness for School Beginners

By Gertrude H. Hildreth. \$3.60. World.

Methods and Materials in Elementary Physical Education

By Jones & others. \$3. World.

Schoolhouse Planning and Construction

By a committee of N.C.E.A. \$4.50. Wagner, 1950.

The Twelve Fruits

By J. C. Woollen. \$2.50. Wagner, 1950.

Meditations on the Holy Ghost.

St. Thomas Aquinas

By M. Angelus Walz, O.P. Tr. by Sebastian Bullough, O.P. \$3.50. Newman, 1951.

An authoritative life.

The Sacristan's Manual

By Rev. Denis J. Murphy. \$2.50. Newman, 1950.

A Spiritual Reading List

By Rt. Rev. Msgr. Wm. J. Doheny, C.S.C. \$1. Newman, 1950.

Odes for Music

By Edward F. Garesché, S.J. \$1. Vista.

Odes of praise and love of God written to be set to music.

The Good Duchess

By Ann M. C. Forster. \$2.50. Kenedy, 1950.

Biography of Joan of France, second daughter of King Louis XI who was canonized on Pentecost Sunday, 1950.

Portrait of St. Gemma

By Sister St. Michael. \$2.75. Kenedy, 1950.

The Glorious Assumption of the Mother of God

By Joseph Duhr, S.J. Tr. by John M. Fraunces, S.J. \$2.75. Kenedy, 1950.

A complete history of the dogma in nontechnical language.

Faith in God's Love

By Sister Jean-Baptiste. Tr. by Mary Paul Williamson & Mary Garrity. \$3. Kenedy, 1950.

His Passion Forever

By Daniel A. Lord, S.J. \$2. Bruce, 1951.

A re-enactment of Calvary in which the reader is assigned his role.

Man and Morals

By Rev. Celestine Bittle, O.F.M.-Cap. \$4. Bruce, 1950.

A college textbook in ethics.

Spiritual Conferences for Religious Based on the Franciscan Ideal

By Theodosius Foley, O.F.M.-Cap. \$5. Bruce, 1951.

How to Educate Human Beings

By Edward A. Fitzpatrick, Ph.D. \$3. Bruce, 1950.

Christian cultural education and a practical program.

Little Meditations on the Holy Eucharist

By Rev. Thos. D. Williams. \$3.50. Bruce, 1950.

365 short meditations.

Principles of Juvenile Delinquency

By Dr. Clement S. Mihanovich. \$2. Bruce, 1950.

A cross section of the classic works on the cause and correction of juvenile delinquency.

Christian Life Calendar

By Fathers Kolanda & Hafford. \$1. Bruce, 1950.

Liturgical calendar with thoughts for each day. For the home, convent, choir loft, and classroom.

Frequent Journeys to Calvary

By P. J. Buissink. \$3. Bruce, 1950.

27 forms of "The Way of the Cross."

Dear Seminarian

By Catherine de Hueck Doherty. \$1.75. Bruce, 1950.

The foundress of Friendship House answers thousands of seminarians who asked her what the laity would expect of them as priests.

Idea Men of Today

By Dr. Vincent E. Smith. \$5. Bruce, 1950.

Analysis and evaluation of the philosophy of: Dewey, Russell, Whitehead, the semanticists, Santayana, Freud, Marx, Bergson, Kierkegaard, Jaspers, Sartre, and the Christian existentialists.

Queen of Paradox

By Catherine Brégy. \$3. Bruce, 1950.

Mary Queen of Scots in a new perspective.

Fitting God Into the Picture

By Mary L. Coakley. \$2.50. Bruce, 1950.

A guide to peace and happiness for women, married and single.

Certainly, I'm a Catholic

By Thomas McDermott. \$2.50. Bruce, 1950.

A young, ambitious layman shows that Catholicism is the only acceptable way of life for a reasonable man.

Jesus Christ: His Life; His Teaching; and His Work

By Ferdinand Prat, S.J. 2 vols. \$12. Bruce, 1950.

Called "the best life of Christ" by Père Lagrange, noted Biblical scholar.

The Reading Interests of Young People

By Norvell. \$3.75. Heath.

A guide for choosing literary selections to be taught in grades 7-12.

Meaningful Art Education

By Mildred M. Landis. \$3.95. Bennett, 1951.

An illustrated, detailed study of the new philosophy of elementary art education.

Seat Work and Teacher's Helps

The Plymouth Press has submitted its latest catalog of helps and devices for reading and arithmetic. There are numerous

sets for matching words and pictures; flash cards; wall charts; etc. The catalog is packed full of attractive helps and devices for teachers of grades 1 to 8.

Psychiatry and Asceticism

By Rev. Felix D. Duffey, C.S.C. \$2. Herder, 1950.

The Life of Our Lord Jesus Christ

By Rev. Maurice Meschler, S.J. Tr. by Sister M. Margaret, O.S.B. \$12. Herder, 1950.

This is a 2-vol. life of our Lord in meditations.

Preparation and Use of Audio-Visual Aids

By Haas & Packer. Prentice, 1950. A revised edition. Includes the most recent methods and equipment.

Guide to the Summa. Vol. 2.

Preface to Happiness, by E. F. Smith, O.P., & L. A. Ryan, O.P. A four-year course in religion for colleges, etc. \$4. Benziger, 1950.

Episode on Beacon Hill

By Rev. Louis J. Gallagher, S.J. \$3. Benziger, 1950. A novel with a pedagogical background.

BOOKS FOR LIBRARIANS

Reading for a Better World

Compiled by The Catholic Evaluation Committee: Sister M. Dorothea, SS.N.D.; Louis A. Rongione, O.S.A.; and Richard James Hurley. An extensive catalog of books published by Doubleday & Co., which have been approved for Catholic schools by the committee named above. A surprisingly long list of titles appears, classified for grades 1 to 12 and according to subject matter. The catalog is dated April, 1950, and a supplement is dated October, 1950.

Basic Book Collection for Elementary Grades (5th ed.)

By A.L.A.—N.E.A.—N.C.T.E.—A.C.E. \$2. A.L.A., 1951.

A Basic Book Collection for High Schools (5th ed.)

By A.L.A.—N.E.A.—N.C.T.E. Advisory Committee. \$2.75. A.L.A., 1950.

Annotated list of more than 1700 books. Audio-visual section.

Planning School Library Quarters

By Illinois Libr. Assoc. \$1.50. A.L.A., 1950.

Function of elementary and high school library, location of library, lighting, equipment, etc. Illustrated.

The Teacher-Librarian's Handbook (2nd ed.)

By Mary P. Douglas. \$2.75. A.L.A., 1949.

A practical guide for trained or untrained school librarians.

Subject Index to Books for Intermediate Grades (2nd ed.)

By Eloise Rue. \$6. A.L.A., 1950. Makes it easy to locate specific materials at specific grade levels. Aids in setting up units of study.

Publications of the Catholic Library Association

The following are some of the helps for teachers and librarians which may be obtained from The Catholic Library Association, P.O. Box 25, Kingsbridge Station, New York 63, N. Y. Books for Catholic Colleges, \$3.75; The Catholic Booklist, ed. by Sister Stella Maris, O.P., 65 cents.

Index to Catholic Pamphlets

By Eugene P. Willing. \$1. Catholic U., 1950.

This is Vol. 5. It lists pamphlets published from Dec., 1948, to Sept., 1950. The previous volumes are available.

Tales for Telling

By Catherine Watson. \$2.75. Wilson, 1951.

32 stories for Christmas, Easter, fairy and folk tales, farm, Halloween, humor, Indian, myths, Thanksgiving.

Manual of Cataloguing and Classification for Small Libraries (4th ed.)

By Johnson & Cook. 90 cents. Wilson, 1951.

Teaching Through the Elementary School Library
By Walraven & Hall-Quest. \$3.
Wilson, 1948.

Occupational Pamphlets (2nd ed.)
By Gertrude Forrester. \$2.50.
Wilson, 1948.
Lists 2400 pamphlets by occupation.

Sears List of Subject Headings (6th ed.)
By Bertha M. Frick. \$4. Wilson,
1950.

Library Manual
By Marie A. Loser. 70 cents (discount for quantity). Wilson,
1950.
A revised study-work manual of
lessons on the use of books and
libraries. Teacher's Key, 25
cents.

The Library Key (7th ed.)
By Zaidee Brown. 90 cents (discount for quantity). Wilson,
1950.

More extensive than Library
Manual. For high school and
college students, teachers, and
general readers.

How to Organize and Run a Parish Library

By the staff of the Thomas More
Association. 10 cents. Thos.
More, 1951.

This includes a list of basic
library books.

Books on Trial

Published 8 times a year. One
yr., \$2.50; 2 yrs., \$4. Thos.
More.

Reviews some 600 books each
year. Books are reviewed and
rated by clergy, religious, and
Catholic lay reviewers. Special
section devoted to juvenile
books.

Books on Trial Teacher's Manual

Free from the Thomas More
Association.

Holt — Henry Holt & Co., 257
Fourth Ave., New York 10, N. Y.

Houghton — Houghton Mifflin Co.,
2 Park St., Boston 7, Mass.

Humphries — Bruce Humphries, Inc.,
30 Winchester St., Boston 16, Mass.

International — International Text-
book Co., 1001 Wyoming Ave.,
Scranton 9, Pa.

Iroquois — Iroquois Publishing Co.,
333-335 W. Fayette St., Syracuse
2, N. Y.

Kenedy — P. J. Kenedy & Sons, 12
Barclay St., New York, N. Y.

Laidlaw — Laidlaw Brothers, 328 S.
Jefferson St., Chicago 6, Ill.

Lippincott — J. B. Lippincott Co.,
333 W. Lake St., Chicago 6, Ill.

Longmans — Longmans, Green &
Co., 55 Fifth Ave., New York 3,
N. Y.

Long's College Book Co., 1836 N.
High St., Columbus, Ohio.

Loyola — Loyola University Press,
3441 N. Ashland Ave., Chicago 13,
Ill.

Lyons & Carnahan, 2500 Prairie
Ave., Chicago 16, Ill.

McGraw — McGraw-Hill Book Co.,
520 N. Michigan Ave., Chicago 11,
Ill.

Macmillan — The Macmillan Co.,
60 Fifth Ave., New York 11, N. Y.

Mentzer — Mentzer, Bush, & Co.,
2210 S. Park Way, Chicago 16, Ill.

G. & C. Merriam Co., 47 Federal
St., Springfield 5, Mass.

Messner — Julian Messner, Inc., 8
W. 40 St., New York 18, N. Y.

Mission — The Mission Press,
Techny, Ill.

Thos. More — The Thomas More
Association, 210 W. Madison St.,
Chicago 6, Ill.

Newman — The Newman Press,
Westminster, Md.

Noble — Noble and Noble, 67 Irving
Place, New York 3, N. Y.

O.S.V. — Our Sunday Visitor,
Huntington, Ind.

Oxford Book Co., 222 Fourth Ave.,
New York 3, N. Y.

George A. Pflaum Publishing Co.,
124 E. Third St., Dayton 2, Ohio

Plymouth — The Plymouth Press,
2921 W. 63 St., Chicago 29, Ill.

Prentice — Prentice-Hall, Inc., 70
Fifth Ave., New York 11, N. Y.

Rand — Rand McNally & Co., 536
S. Clark St., Chicago 5, Ill.

Regnery — Henry Regnery Co., 20
W. Jackson Blvd., Chicago 4, Ill.

Romig — Walter Romig — Publisher,
979 Lakepoint Ave., Grosse Pointe
30, Mich.

Sadlier — Wm. H. Sadlier, Inc., 11
Park Place, New York 7, N. Y.

St. Anthony Guild Press,
Paterson, N. J.

Sanborn — Benj. H. Sanborn & Co.,
221 E. 20 St., Chicago 16, Ill.

Scholastic — Scholastic Book Service,
7 E. 12 St., New York 3, N. Y.

Scott — Scott, Foresman & Co., 433
E. Erie St., Chicago 11, Ill.

Sheed — Sheed and Ward, 830
Broadway, New York 3, N. Y.

Silver Burdett Co., 45 E. 17 St.,
New York 3, N. Y.

Simon — Simon and Schuster, 1230
Sixth Ave., New York 20, N. Y.

L. W. Singer Co., 249-59 W. Erie
Blvd., Syracuse 2, N. Y.

South-Western Publishing Co., 634
Broadway, Cincinnati 2, Ohio

Van — D. Van Nostrand Co., 250
Fourth Ave., New York 3, N. Y.

Vista — The Vista Maria Press, 8
W. 17 St., New York 11, N. Y.

Wagner — Joseph F. Wagner, Inc.,
53 Park Place, New York 7, N. Y.

Wilson — The H. W. Wilson Co.,
950 University Ave., New York
52, N. Y.

Winston — John C. Winston Co.,
1006-1020 Arch St., Philadelphia
7, Pa.

World — World Book Co., 33 Park
Hill Ave., Yonkers 5, N. Y.

The Zaner-Bloser Co., 612 N. Park
St., Columbus 8, Ohio.



Exhibit for Catholic Press Month by pupils of grades 7 & 8, St. Michael Children's Home, Hopewell, N. J. Franciscan Sisters in charge.

LIST OF PUBLISHERS

The following publishers have submitted titles which have been included in the foregoing list of books.

The abbreviations used in the list to designate the publisher precedes the publisher's full name. If the publisher has an advertisement in this issue, the abbreviation is printed here in boldface type, otherwise in italics. See Index to Advertisers on page 57A of this issue.

Allyn and Bacon, 50 Beacon St.,
Boston 8, Mass.

Am. Bk. Co. — American Book Co.,
88 Lexington Ave., New York 16,
N. Y.

Americana Corporation, 2 W 45 St.,
New York 19, N. Y.

A.L.A. — American Library Association,
50 E. Huron St., Chicago 11,
Ill.

Barnes — A. S. Barnes & Co.,
101 Fifth Ave., New York 3, N. Y.

Beckley — Beckley-Cardy Co.,
1632 Indiana Ave., Chicago 16, Ill.

Bennett — Chas. A. Bennett Co.,
237 N. Monroe St., Peoria 3, Ill.

Benziger Brothers, Inc., 26 Park
Place, New York 7, N. Y.

Birchard — C. C. Birchard & Co., 285
Columbus Ave., Boston 16, Mass.

Bruce — The Bruce Publishing Co.,
400 N. Broadway, Milwaukee 1,
Wis.

Catechetical — Catechetical Guild,
147 E. Fifth St., St. Paul 1, Minn.

Chemical — Chemical Publishing Co.,
26 Court St., Brooklyn 2, N. Y.

Civic Education Service, Inc., 1733
K. St., Washington 6, D. C.

Compton — F. E. Compton & Co.,
1000 N. Dearborn St., Chicago 10,
Ill.

A. B. Dick Co., 5700 W. Longley
Ave., Chicago 31, Ill.

Dodd — Dodd, Mead & Co., 432
Fourth Ave., New York 16, N. Y.

Doubleday — Doubleday & Co., 14
W. 49th St., New York 20, N. Y.

Entrance — College Entrance Book
Co., 104 Fifth Ave., New York 11,
N. Y.

Field — Field Enterprises, Inc., Edu-
cational Division, 35 E. Wacker
Drive, Chicago 1, Ill.

Ginn — Ginn and Co., Statler Bldg.,
Boston 17, Mass.

Gregg Publishing Co., 330 W. 42 St.,
New York 18, N. Y.

The Grolier Society, 2 W. 45 St.,
New York 19, N. Y.

Hammond — C. S. Hammond & Co.,
521 Fifth Ave., New York 17,
N. Y.

Handy — Handy-Folio Music Co.,
2821 N. 9th St., Milwaukee 6, Wis.

Harcourt — Harcourt, Brace & Co.,
383 Madison Ave., New York 17,
N. Y.

Harper — Harper & Brothers, 49 E.
33 St., New York 16, N. Y.

Heath — D. C. Heath & Co., 285
Columbus Ave., Boston 16, Mass.

Herder — B. Herder Book Co., 15
and 17 S. Broadway, St. Louis 2,
Mo.

Holiday — Holiday House, 8 W. 13
St., New York 11, N. Y.



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Evaluation of Audio-Visual Aids

*George E. Vander Beke, Ph.D., Compiler**

P. Arithmetic for Beginners

16mm. Sound. 3 reels. 11 min. each. Bailey Films, Inc., 2044 North Berendo, Hollywood 27, Calif. Black and white.

Content: A description of the fundamental operations in the early grades. Use of animals to describe number situations.

Appraisal: We have received some very severe criticisms of these films. Several teachers claim that these movies violate many of the principles of arithmetic teaching strongly advocated by arithmetic specialists today. For example, they omit consideration of "meaning" entirely. They fail to utilize a real life situation from which the teacher logically moves to the algorithm and thus helps children to see what $+$, $-$, $=$, etc., really do mean and how $2 + 3 = 5$ is a short convenient way to express a real life situation. Psychologically, the interest factor is completely ignored. Why would a child want to see the film? What would hold his interest?

Use of moving animals if they had a direct connection with a child's life could be used advantageously. Film does not employ motion enough to warrant cost of this expensive medium.

Utilization: For primary grades.

X. Home Life in European Lands and Visits to European Lands

35mm. film strip. 11 strips. Audio-Visual Division, Popular Science Pub. Co., 353 Fourth Avenue, New York 10, N. Y. Color.

Content: These film strips offer to teachers highly authentic, present-day pictures of life in major western European nations such as England, France, Italy, Holland, Belgium, Switzerland, and others.

"Home Life in European Lands," consisting

THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

of six full-length film strips in natural color, provides excellent continuity on a pupils' level of understanding by weaving pertinent facts of home life, schools, churches, etc., into story framework with two actual children from each country in each film strip. "Visits to European Lands," the series of five full-length color strips, shows occupations, industries, outstanding sights, geographic characteristics, commerce, wartime destruction, and present-day reconstruction.

Appraisal: These film strips provide very much needed up-to-date information on western Europe. These are on-the-spot photographs shot this year in Europe. The advantages of using colored film over black and white are very evident in this series of pictures.

Utilization: For classes in geography, history, and social sciences in the junior and senior high school.

X. Birds Are Interesting

16mm. Sound. 11 min. Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Ill. Color.

Content: In this film children are shown how physical characteristics of various birds are adapted to the way they live and eat, such as the hooked bill of the hawk for tearing flesh, the webbed feet of swimming birds, and the short, thick bill of the seed eaters. Among the birds shown in the film are the emu, penguin, hawk, duck, canary, willet, pelican, chicken, goldfinch, godwit, toucan, and others.

Appraisal: This full-color motion picture is an excellent tool to teach young children the rudimentary differences in various general types of birds. Such features as beaks, feet, and wings characteristic of each type are illustrated in close-up photography. Birds are divided into swimming and wading birds, birds of prey, and perching birds. This will interest the audience for which the film was intended.

Utilization: For general science, language, and reading classes in the primary grades.

X. Vocal Music

16mm. Sound. 10 min. Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Ill. Black and white.

Content: By pointing out the pleasure and satisfaction to be gained through participation in group singing, the film stimulates an interest in choral work and points out how easily most of the basic errors associated with a voice thought "bad" may be corrected by teaching and practice.

The film makes its points by taking selected students as examples and following them as their reasons for joining a singing group are repeated. The basic faults of an untrained

*Registrar and professor of education, Marquette University, Milwaukee, Wis.

(Continued on page 22A)

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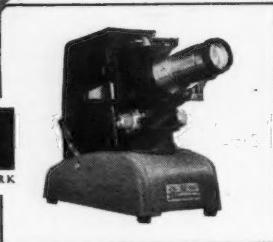


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educators. 300 watts, blower
cooled.

Audio-Visual Aids

(Continued from page 20A)

voice then are discussed and corrective measures demonstrated.

Appraisal: This film was made at a large high school and features the work of several of the school's choral groups. Busy nuns in charge of choral groups will welcome this film's educational devices.

Utilization: For use in junior and senior high school classes in music, music appreciation, and singing.

X. See Better: Healthy Eyes

16mm. Sound. 11 min. Coronet Films, Cor-

onet Building, Chicago 1, Ill. Color and black and white.

Content: This film illustrates how and why we should take care of our eyes. In answering these two basic questions, this film explains the general structure of the eyes, the important health and safety practices relating to eye care, and the common ways to treat disorders of vision.

Appraisal: This film has been viewed and approved by representatives of various professional groups interested in eye care and eye treatment. Young pupils will get a better understanding of the delicate sense organ upon which they depend constantly.

Utilization: For primary and intermediate classes in science, language, and reading.

X. Public Opinion in our Democracy

16mm. Sound. Coronet Films, Coronet Building, Chicago 1, Ill. Color and black and white.

Content: Attitudes of citizens toward prominent issues in political and social life are a vital part of the American system. This motion picture explains clearly the importance of public opinion, shows how it is formed and determined on a significant community issue. From it students will learn the importance of their opinions and the obligation they have to express their opinions in terms of responsible action.

Appraisal: A good tool to be used as a basis for discussion groups. This movie will bring home to students the importance of considering all sides of any issue before forming any judgments.

Utilization: For junior and senior high schools and college groups.

X. Developing Self-Reliance

16mm. Sound. 11 min. Coronet Films, Coronet Building, Chicago 1, Ill. Color and black and white.

Content: How dependency grows and yet how necessary self-reliance is to all successful endeavor and happiness is shown in this motion picture. It analyzes the steps in developing self-reliance as: (1) assume responsibility; (2) be informed; (3) know where you are going; and (4) make your own decisions. A careful distinction is drawn between dependence — which is undesirable — and seeking advice and help, which is part of being intelligently self-reliant.

Appraisal: The viewing of the film will help any of our young adolescents to plan their lives toward a realization of poise and self-reliance.

Utilization: For junior and senior high school.

X. The Beginning Sports Series

35mm. 35 full-color strips. Society for Visual Education, Inc., 1345 West Diversey Parkway, Chicago 14, Ill. Color.

Content: Seven sets of film strips, silent or sound consisting of Archery, Badminton, Baseball, Bowling, Golf, Tennis, and Tumbling. Each set covers the history of the sport, simplified rules, basic techniques, and development of skill.

Appraisal: These films will be of tremendous value to physical education instructors in our schools. Many young curates will welcome these film strips for use with the church boys' and girls' clubs. These films are designed and produced to materially reduce the instructor's burden. The complete sets of special material — increase interest in sports — encourage participation in a varied sports program — start the pupil off on the right foot with the correct technique for years of maximum enjoyment.

Utilization: For grade and high school students, church groups, and athletic clubs.

"The Earth and its Peoples" Completed

With the release of "An Island Nation"

(Concluded on page 25A)



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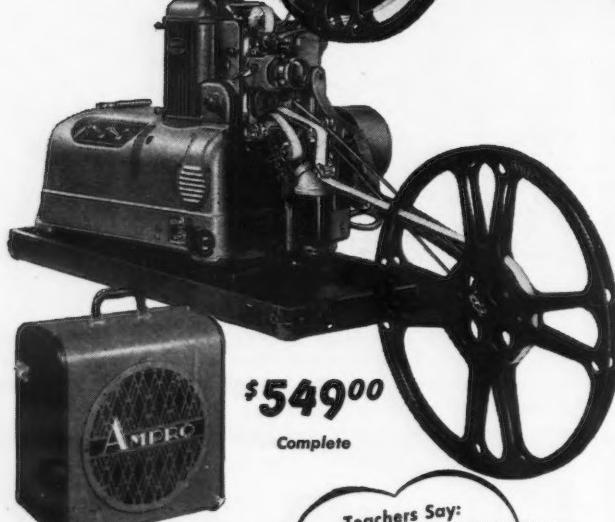


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Audio-Visual Aids

(Concluded from page 22A)

(Japan) and "Building a Nation" (Israel), all 36 two-reel subjects in United World's epochal instructional films series, "The Earth and Its Peoples," have been completed. Produced under the direction of famed documentarist Louis de Rochement, this series portrays the way people live and work in different regions of the earth. Dr. Clyde Kohn, associate professor of geography at Northwestern University, and Dr. Wallace W. Atwood, president emeritus of Clark University, collaborated in the production, insuring educational standards and fidelity to curriculum content that have won several awards of educational excellence for "The Earth and Its Peoples." Each subject runs approximately 20 minutes.

102 Motion Pictures on Democracy

This is a new publication of the United States Office of Education which we believe all of you will find extremely interesting and useful. Prepared with the co-operation of an Advisory Committee of Visual Educators, *102 Motion Pictures on Democracy* is a selective bibliography of 16mm, sound films recommended for use in the teaching of democracy. The films are grouped under descriptive headings — *Our Democratic Heritage*, *the Meaning of Democracy*, *Democratic Processes*, and *Films for Patriotic Occasions* — and each film is fully annotated with suggestions for its use.

Copies of this bibliography may be purchased from the Superintendent of Documents, Washington 25, D. C. Price: 20 cents.

Of the 102 motion pictures, 14 are films of U. S. Government agencies which are distributed by Castle Films, 1445 Park Avenue, New York 29, N. Y. If you do not have these films, listed below, we suggest that you purchase them now for use in your program. Write us for preview prints:

A Better Tomorrow (24 minutes, \$30.84); *Bob Marshall Comes Home* (22 minutes, \$27.85); *The Cummings Story* (21 minutes, \$27.85); *Don't Be a Sucker* (24 minutes, \$30.84); *Freedom to Learn* (17 minutes, \$23.54); *Hymn of the Nations* (28 minutes, \$34.43); *Journey Into Medicine* (39 minutes, \$46.84); *School* (21 minutes, \$27.12); *Swedes in America* (18 minutes, \$24.26); *The Town* (12 minutes, \$16.76); *Tuesday in November* (22 minutes, \$28.56); *Valley of the Tennessee* (30 minutes, \$35.85); *Voices of the People* (18 minutes, \$24.26); *War Comes to America* (67 minutes, \$77.41).

Civil Service Positions

The U. S. Civil Service Commission is now accepting applications for positions as intelligence research specialists, military intelligence research specialists, and foreign affairs officers. The salaries range from \$3,825 to \$6,400 a year. A description of the work and requirements in experience and education and application blanks may be obtained from civil service regional offices or from the U. S. Civil Service Commission, Washington 25, D. C. The majority of the positions are in the Departments of Defense, Army, Navy, Air Forces, and State. No examinations need be taken.



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EARLY DAYS IN THE NEW WORLD
by Southworth and Southworth

A textbook for the middle grades, presenting the New World background of United States History from the early explorers through the adoption of the Constitution. Noted for its flowing story style, beautiful colored pictures and maps, and effective teaching aids. Copyright 1950.

LONG AGO IN THE OLD WORLD
by Southworth and Southworth

A similar textbook for the middle grades, presenting the Old World background of American History from the time of the cave men through the period of exploration. Copyright 1950.

THE STORY OF OUR AMERICA
by Southworth and Southworth

A 1951 history textbook for grades 7 and/or 8, presenting our history from the Norsemen to Korea. Noted for completeness, for effective organization, for beautiful colored pictures and endsheets, and for the appealing story style that has long made the Southworth histories favorites with teachers and pupils.



THE BUILDING WITH NUMBERS
ARITHMETIC WORK BOOKS
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Well graded — educationally sound — varied in approach — stimulating — challenging — complete, with process developments as well as drill and review.

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On Being a Recruiter For Christ

The apostolate of detecting, fostering, and directing vocations to their fulfillment is open to priests, Sisters, Brothers, and all those dealing with young people. The possibilities of aiding the thousands of boys and girls who have every qualification for the religious life but do nothing about it are numberless, but they become realities only through the zealous and practical effort of teachers.

Father Godfrey Poage, C.P., discovered the need of the young for direction through his work as vocational director, consultant, and organizer. "Nothing will come of a teacher's

opportunities," he says, "if he sits back and waits for youngsters to come and ask: 'Can I teach catechism in the Congo? . . . Or nurse on Molokai?' Such things do not happen, and God does not intend to work miracles to ease his obligation."

During the past ten years, Father Poage has manifested this zeal and effort. He has investigated the methods which have proved most effective in promoting vocations as well as those which have been deterrents. The result is his new book, *Recruiting for Christ*, which presents a clear outline of techniques as well as an explanation of effective programs for vocational guidance.

Common sense and practicality are the
(Concluded on page 26A)

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Recruiter For Christ

(Concluded from page 25A)

keynotes of this work just as they must be the tools of the recruiter for Christ. In his first consideration, detecting a vocation, Father Poage briefs the recruiter on the three ways in which a person may be "called" as well as on the signs of a true vocation. A distinction is also made among a Born, an Adolescent, and a Belated vocation and methods of coping with each are prescribed.

Fitness—intellectual, physical, and moral—as well as the various temperaments are analyzed and posted as guides in the detection of vocations. On the basis of this analysis, the

recruiter learns which type of boys and girls to encourage, which to discourage, and how to do both.

The book is an excellent antidote for much vocational literature that is designed to recruit youth for one particular group or order. The author believes that certain talents fit best in one situation, and other talents in others. He recommends that recruiters foster and direct vocations on individual abilities and interests, rather than on needs of certain groups.

These abilities and interests are readily discernible from the candidate's personality. A boy who is the "life of the party" is hardly Trappist material, while a girl who faints at the sight of a scalpel should not be directed to a nursing order.

In all of his suggestions the author shows excellent insight regarding child nature and modern youth. While the boy who tells you he wants to join a particular order because of the seminary swimming pool hasn't the right intention, the wise recruiter will see how a possible vocation can be built up from this starting point. The wise novitiate, too, will list a nun's ensemble under "entrance fee" instead of putting a girl through the embarrassment of shopping for a dozen pair of black stockings.

Father Poage is an advocate of breaking down reserve and letting the prospects know that "your time is their time." The Sister who rushes off after class might miss the one time Johnny had the courage to approach her on the subject of vocation.

On the other hand, conscientiousness in promoting vocations should not be turned to religious salesmanship. The Sister who makes a girl her target, loads her down with pamphlets and prayers—none of which asks for a husband—or favors her in front of others, causes her to close up like a clam or shake off her teacher by picking up a boy friend. Father Poage recommends a simple explanation of the opportunities offered in the sisterhood as the best approach.

Father Poage has succeeded in producing an excellent combination of the theory and practice of recruiting. The basic facts regarding the nature of a vocation are put into language that anyone can understand. His illustrations and conversations exemplifying his ideas sparkle with humor.

Recruiting for Christ grew out of the author's contacts with hundreds of priests, Brothers, and Sisters interested in the work. It draws on the experience of practically all vocational directors or recruiters who have achieved any prominence in the past ten years.

Defer Students

Rev. John J. Cavanaugh, president of the University of Notre Dame, has stated his disagreement with President James B. Conant of Harvard and Dr. Vannevar Bush, World War II science mobilizer, and their idea that all 18-year-old youths serve two years in the armed forces and that no deferments be given for college training.

"The experiences of World War II have proved the need, not only in time of war, but in the vital postwar period, of men trained in colleges and universities," Father Cavanaugh stated. "Some plan, such as that endorsed by Gen. Hershey, must be made for war emergency, to provide the opportunity for training on the undergraduate and graduate level."

Mexico's Antireligious Law

President Miguel Aleman has sent a bill to the Mexican Parliament in an effort to repeal the antireligious law of 1926. The law is not enforced at the present time, but it is still on the books and so can be a grave threat to the Church should there be a sudden change to hostile administration.

Wilmington School Admits Negroes

Salesianum High School, Wilmington, Del., has admitted five Negro boys in an action termed "a significant forward step." The State Constitution of Delaware requires segregation in public schools, but private and parochial schools are not bound.

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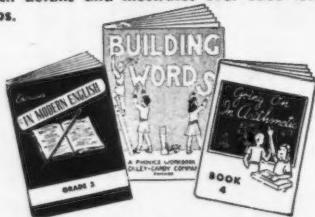
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The Fabric of the School

The One-Story School

(Continued from page 61)

Architectural firms now understand that populations do follow certain "laws." Six years carries a child well through his elementary education; ten years virtually completes the time span of the average family's children. The formative years thus take up about a decade and the children then pass out to a more centralized primary school while the parents settle firmly in what was once the "new" neighborhood. As the children grow still older and eventually move away, the parents are left in the old district; the adult turnover tends to be light, fewer children are available to take advantage of what once may have been a very necessary elementary school. The upkeep of that expensive structure becomes proportionately greater, depreciation takes its toll, and presently the older taxpayers have a real liability on their hands.

Plenty of Space

There is a further point concerning population trends that is recognized by progressive architects; the increase in numbers occurs not within the limits of industrial commercial cities but rather on their outskirts. On these outskirts land is more easily appropriated for educational purposes. When the building space problem is thus minimized, the one-story school displays one of its most flexible features; for as the population expands around it and fringe or suburban communities take shape, the school is similarly able to expand horizontally. This expansion is accomplished by merely adding rapidly constructable wings which can be made of a semipermanent nature . . . something not possible in the

multi-storyed school of the old and rigid type.

The one-story school is beginning to pervade the thinking and planning of groups that have some sense of the meaning lying behind modern education as a movement. The very form of the "monumental" traditional school, with its Greek columns, empty domes, false dormers, and steep stairs that have exhausted many a weak child, has lost favor to be replaced by more "honest" — functional — architecture.

Modern science, modern education, and modern architecture are all one in the voicing of the conviction that cleanliness of line and utility of purpose can be combined with economy to insure a place in the immediate future for the modern one-storyed school. The single-storyed school is the school building of today.

Directions for Sealing and Waxing Floors

Philip Brante¹

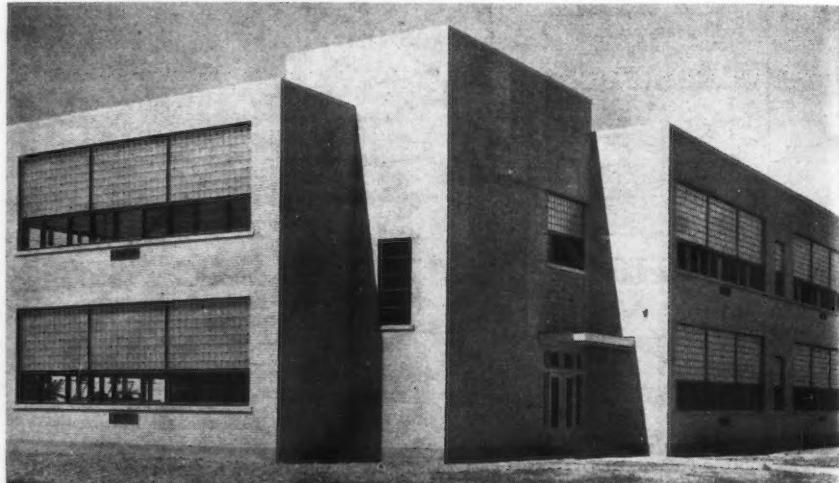
Floor care is a school custodian's greatest problem. It consumes more of his time than any of his other routine duties. Floor treatment to ease the drudgery of cleaning has included everything from soaking the floor with oil to using the more modern sealing compounds. Various methods have been tried with little success until the present method was adopted and put into practice by all custodians of the St. Louis public school system.

A. CLEANING FLOORS

Since floor seal is transparent it is necessary that the floor should be thoroughly cleaned of

(Continued on page 31A)

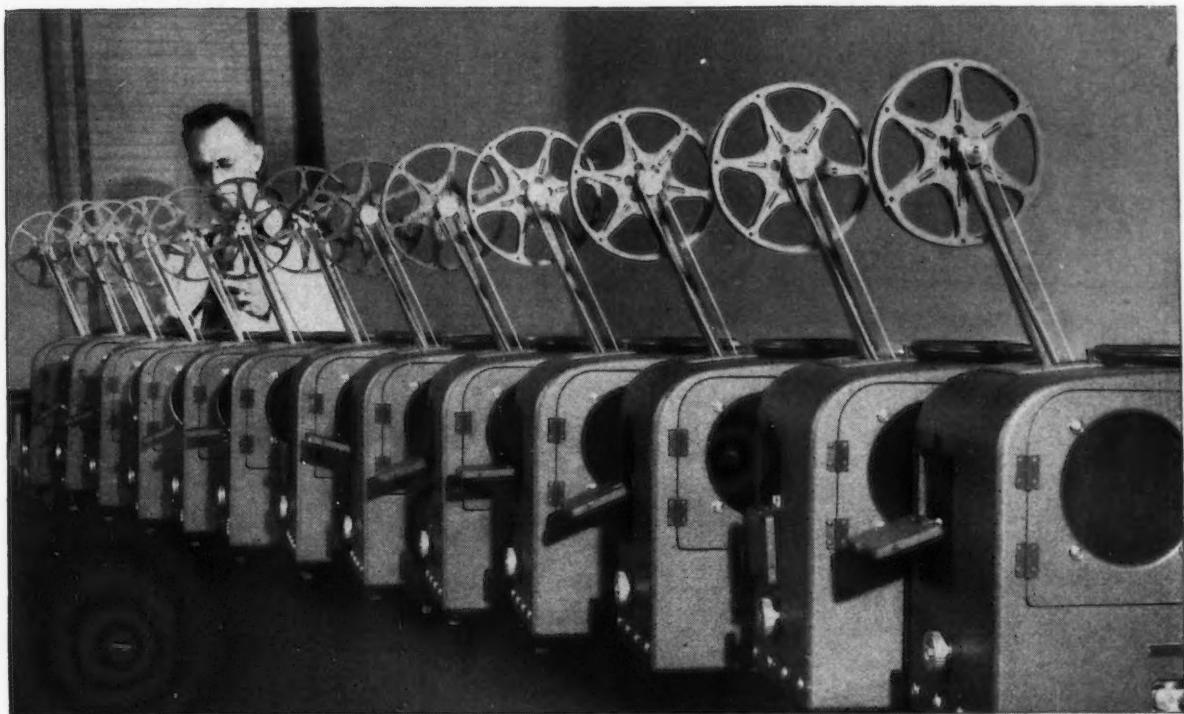
¹Assistant to the Commissioner of School Buildings, board of education of the city of St. Louis.



St. Joseph School recently completed at Sault Ste. Marie, Mich. This modern school has been praised by school authorities of several large cities. Photo by Glenn Gregg, The Evening News, Sault Ste. Marie, Mich.

Filmosound

Unanimous Choice of Mason City* Schools



Audio-visual education is no newcomer to Mason City, Iowa public schools. It has been used with marked success since 1940.

Some measure of the faith with which Mason City school officials view audio-visual education is evidenced by their recent purchase from Decker Bros., Inc., Mason City, of 13 Bell & Howell FILMOSOUNDS—one for each building in the city's fine public school system!

We salute these progressive school officials. Their determined effort to keep Mason City schools in the forefront with the most modern teaching techniques and tools deserves highest praise from alert educators and parents everywhere.

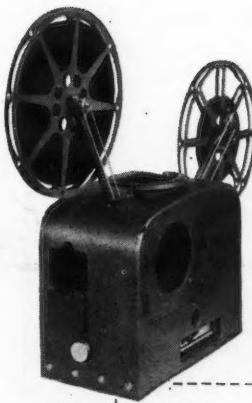
For your own school needs, investigate Filmosound. Pictures are truly life-like, brilliant. Sound is natural and undistorted. Filmosound gives you most hours of dependable, trouble-free performance. And it's completely suited to small classroom or big auditorium use. Consult your nearby Bell & Howell representative. He is trained to serve you.

Guaranteed for life. During life of the product, any defects in workmanship or materials will be remedied free (except transportation).

*One in a series of Bell & Howell advertisements saluting educators and their use of modern audio-visual education in the public, private and parochial schools of America.

You buy for life when you buy

Bell & Howell



Send
Now for
FREE
Booklet
→

Bell & Howell Company
7188 McCormick Road, Chicago 45, Illinois

Please send me your free booklet "FREE FILM SOURCES." I understand this places me under no obligation.

Name _____

Street or R.F.D. _____

City _____ Zone _____ State _____

*Read the full story
of how FORD helps
you hold down
rising school costs—*



Body shown was built by the Wayne Works, Richmond, Indiana. All school bus body builders build for Ford chassis.

- If you're looking for ECONOMY as well as SAFETY in a school bus chassis, be sure and get all the facts about the new Ford Safety Chassis for '51.

You'll find Ford's proven Power Pilot can help you stretch "hard-to-get" school budget dollars. In addition, Ford gives you eight BIG safety features. And *only* Ford gives you a choice of 100-h.p. V-8 or 95-h.p. Six . . . providing "safety reserves" of power and speed for every need.

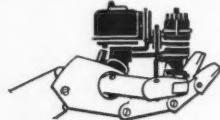
So mail the attached coupon today. See for yourself how a new Ford Safety Chassis can save you money, time and repairs—year after year!

**BUILT TO SCHOOL BUS STANDARDS
SET BY THE
NATIONAL EDUCATION ASSOCIATION**

NEW FORD SCHOOL BUS SAFETY CHASSIS for '51

WITH

POWER PILOT ECONOMY



Mail Coupon today for
"WHY IT'S IMPORTANT TO YOU"

FORD'S BIG ECONOMY STORY

FREE

Send me without cost or obligation, the interesting new leaflet giving full facts on the Ford "Power Pilot" plus your latest literature on the new Ford School Bus Safety Chassis for '51.

FORD Division of FORD MOTOR COMPANY
3264 Schaefer Rd., Dearborn, Mich.

Name _____
(Please print plainly)

Address _____

City _____ Zone _____ State _____

Sealing Floors

(Continued from page 28A)

all wax, dirt, stains, chewing gum, synthetic-rubber shoe marks, etc. In cases of badly stained wood or cork carpet covering, it may be necessary to sand the floor or use a caustic cleaning compound in the scrub water.

The floor should be thoroughly dry before applying the seal.

B. SEALING CORK CARPET

Caution should be exercised in applying floor seal on cork carpet that has not been previously sealed. It may be necessary to apply four to six coats to bring floor up to a satisfactory finish. Several light coatings of the seal will be more satisfactory than one or two heavy coats. The following equipment is needed for applying the seal:

1. A shallow container about 12 inches square to hold seal.

2. A long-handled applicator (handle about 50 inches in length). This handle should be inserted in a 1½ by 3 by 10-inch wood block.

3. A sheep wool filler 6 by 10 inches. The filler may be attached to the block with thumbscrews.

Seal is applied to the surface with the applicator, and each coat should be thoroughly brushed out to prevent leaving any excess or puddles of seal. To avoid laps apply with a circular motion.

CAUTION: If possible, seal should be applied in warm, dry weather as wet or damp air will retard drying. Ventilate rooms by opening windows to hasten drying.

In dry weather at least 24 hours should elapse before the succeeding coat is applied.

Sheep-wool fillers are best for applying floor seal and when not in use should be protected by placing in a small amount of seal in the container. Rubbers are recommended to be worn while sealing, waxing, and scrubbing, as a safety measure to prevent falling; they can be readily removed from the shoes when the space is completed. Place on cardboard so seal does not get on unfinished floor.

Approximately five gallons of seal are required to give three coats to an area of 700 square feet. The first coating will require about two gallons. Three gallons should be sufficient for the next two coats.

TREATMENT OF FLOORS PREVIOUSLY SEALED

Before applying seal *all wax must* be removed from the surface, as seal will not adhere, or dry, and will require additional scrubbing. Spot seal worn area such as classroom entrances, under student's desks, and in corridors at points of wear. This spot seal must be allowed to dry for 24 hours, then apply one coat of seal to the entire area. Seal should not be applied closer than 6 inches to baseboard, as there is little wear close to wall. To apply more seal would cause seal to crack, powder, and to become unsightly.

Important: The container should be placed on a piece of heavy cardboard to catch drippings from the applicator. If the container comes in direct contact with the floors and is allowed to stay in one place too long, the outline of the container may be a permanent mark on the floor. Do not allow seal to remain on an uncleared surface. Dirt once sealed in will cause a permanent stain.

Every School Needs Something Sheldon Makes

369 CATEGORIES

from Acid storage cases

to Zoology tables -



C. WOOD FLOORS

Wood floors receive the same operation and treatment as those covered with cork carpet. Hardwood floors may not require as many coats of seal; softwood may require more.

To avoid laps, the seal should always be applied with the grain. Work in thoroughly with the applicator to insure pores and crevices of wood being filled with seal when treatment is completed.

D. CONCRETE FLOORS

Apply the seal in thin coats, working it in thoroughly with applicator. Two coats should be sufficient. Sealing prevents powdering of surface of concrete floor. *Do not wax* concrete floors.

E. MARBLE, TILE OR, TERRAZZO FLOORS

Do not seal or wax floors of this type. They become hazardous and seal will not adhere to their surfaces.

Note: Seal and wax should at all times be protected from freezing temperatures and when not in use should be kept in airtight containers.

F. WAXING OF ALL FLOORS

After floors have been properly sealed and thoroughly dried, the following method of waxing was found to give effective and excellent results:

1. A self-polishing, 12 per cent carnauba emulsified, nonslip wax is recommended.

(Continued on page 32A)



Above: Terrazzo corridor, Bloomfield Junior High School, Bloomfield, New Jersey.

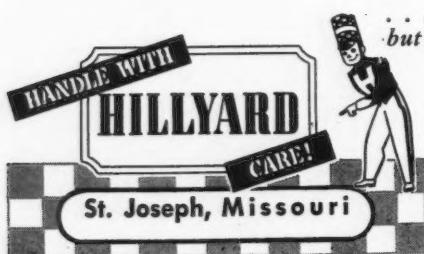
WHY THIS BEAUTIFUL FLOOR WILL STAY BEAUTIFUL YEAR AFTER YEAR . . .

The original beauty and color of this floor is permanently protected by Hillyard Care against surface wear. No danger of damage from dirt, daily traffic — no soiling from spilled foods, liquids — no fear of slipping accidents. Hillyard's exclusive penetrating ONEX-SEAL seals out dirt — provides the hard, glossy, slip-resistant surface you see above — to resist scuffs, scratches, spots. It's waterproof . . . is easily maintained with Hillyard's SUPER SHINE-ALL neutral chemical, no-rinse cleaner.

Hillyard's specialized floor treatments, sanitation, maintenance products and efficient machines, are particularly adapted to school needs. Quick-acting, work-saving, they get the job done "on schedule" without fuss, muss or noise to disturb pupils — and with a minimum of employed labor.

AT YOUR SERVICE . . .

Hillyard's staff of trained Maintainers. Will show you practical ways to speed room clean-up, corridor polishing, keep entire school clean and neat — at savings up to 50%. In key cities, coast to coast. No charge.



. . . on your staff
but not your payroll

FREE FOLDER
Write Hillyard Dept. B-2
for helpful free folder on
care of terrazzo floors.

Welcome —
A.A.S.A. Members
to the HILLYARD Booth
G-1-3-5-7
Atlantic City February 17-22

Sealing Floors

(Continued from page 31A)

2. Two coats of wax are to be applied. Wax must be thoroughly agitated by shaking the container, then poured into a mopping tank equipped with a mobile carriage and wringer.

3. A linen yarn mop, flat type, weighing 24 ounces and 16 inches long, gives the best results in wax application because it does not leave a deposit of lint.

4. Soak the mop thoroughly and wring lightly to remove excess wax; then apply to floor with straight strokes, first crosswise and then lengthwise. This works the wax into all low places, and pores. Allow to dry one hour and apply second coat in the same manner. Apply generously but not in such amount that

wax will gather in puddles, large beads, bubbles, or foam. This will cause the wax to dry unevenly and spotty.

Before linen mops are used they should be thoroughly washed in boiling, soapy water to remove filler and starch, then well rinsed and dried. Linen mops should be covered with wax and allowed to stand in the wax until waxing is completed. Then wash in warm water, rinse, and allow to dry.

NOTE: Wax should never be used on gymnasium floors, stairs, or auditorium ramps.

Building News

St. Catherine's School

St. Catherine's Parish near Dubuque, Iowa, has finished its 100th year by dedicating its new parish school last November 25, 1950. The

story and a half structure is 87 ft. long and 46 ft. wide. The exterior walls are faced with full range Rustico brick, backed with "celo-concrete" blocks which are left exposed to form the interior walls. Both first floor and roof decks are of reinforced concrete. The first floor contains three large classrooms, cloak rooms, and lavatories. Ceiling-high windows extend almost the full length of the classrooms. Floors are covered with asphalt tile. On the ground floor, a wide area extending the full length of the building serves as a recreation room for the children as well as a hall for parish activities. There is also, on the ground floor, a fully equipped kitchen for the school lunch program.

St. Joan of Arc School

St. Joan of Arc school was dedicated recently at Goodman, Wis. Catholic and non-Catholic people of the town contributed money, materials, and labor to keep the entire cost of the building below \$20,000. There are four classrooms and the school is completely modern. Sisters of St. Francis of Bay Settlement, Green Bay, Wis., are in charge and the pastor, Father Raymond Hietpas, drives 60 miles each day to bring some of the 60 pupils to their classes.

Queen of Martyrs School

His Eminence Francis Cardinal Spellman blessed the new parish school of Our Lady Queen of Martyrs in Manhattan on November 7, 1950. The building is a four story brick limestone trimmed structure.

St. Louis College

St. Louis College, Edmundston, New Brunswick, Canada, operated by the Eudist Congregation, was formally blessed by Most Rev. J. Romeo Gagnon, bishop of Edmundston. The ceremony also included the laying of the cornerstone of the \$1,250,000 structure. The school has an enrollment of 360 students and will grant its first bachelor of arts degrees in 1953.

St. John's School

Right Rev. William J. Carroll was the donor of the new St. John's Parochial grade school in Hot Springs, Ark. The school consists of four large classrooms and a library. It is built of brown brick and is completely fireproof

(Concluded on page 35A)



The Tower of the New Catholic Central High School, Steubenville, Ohio.

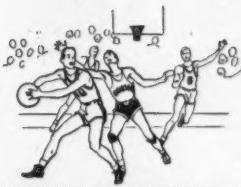
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Wabash wins with Porter



Practice courts at Wabash have Porter No. 212B Wall-Braced Backstops that extend out over the folding bleachers. These have No. 208B Rectangular Plywood Banks.

PLANNING YOUR GYMNASIUM

Why not let Porter's engineering staff, drawing upon years of successful experience, help you with your gymnasium planning problems? Their counsel will pay dividends. No obligation.



The main court at Wabash College is equipped with No. 217B "Hoistaway" Forward Fold Basketball Backstops, with No. 211B Plate Glass Rectangular Banks. These backstops can be hoisted to the ceiling.

Down in Indiana at Wabash College, as almost everywhere that basketball is played with real earnestness, Porter equipment will be found in constant use. Years of leadership in supplying the nation's leading schools, universities, clubs and communities have established Porter as the dependable source for all backstop and gymnastic apparatus requirements. Manufacturing traditions of the highest quality, coupled with seasoned engineering counsel, assure that you, too, will find complete satisfaction.

THE J. E. PORTER

Manufacturers of Gymnasium,

CHICAGO OFFICE: 664 N. Michigan Ave., Chicago 11, Phone: SUperior 7-7262

Nearly a Century of Quality Manufacturing

CORPORATION

Ottawa, Illinois

Playground and Swimming Pool Equipment

NEW YORK OFFICE: 11 W. 42nd St., New York 18, Phone: LONGacre 3-1342



The class that eats up art

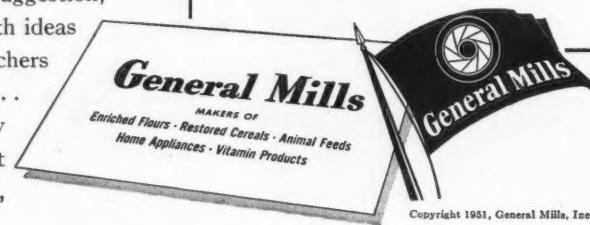
They thought they were just having fun, but the first graders of Athens Agricultural Schools, Athens, Michigan, were really learning about nutrition and art—the easy way. It started with posters—simple posters created by the children to tell the whole story of the Basic 7 Food Groups. Next the children tried their hands at place mats, decorating them with bright borders of their own design. Then they cut out food pictures from magazines and mounted them with stand-up backs. From this assortment of food pictures, they could practice assembling on their place mats many an imaginary “good lunch.”

Mrs. Margaret Sleeper, art teacher for all twelve grades in the Athens Schools, says, “There’s no end to the opportunities to correlate art with nutrition study. It merely takes a suggestion, and pupils and teachers are off to a flying start with ideas contributed by all.” For more news of what other teachers are doing to correlate nutrition with several subjects . . . for facts, ideas, plans, materials adaptable to any curriculum, write Education Section, Department of Public Services, General Mills, Minneapolis 1, Minnesota.

THINGS TO DO

in correlating art and nutrition at different grade levels:

- Make food models of clay or papier-mâché. Paint them.
- Decorate lunchroom with posters, new curtains. Paint and rearrange furniture.
- Provide table decorations for lunchroom.
- Make nutrition displays for corridors.



Copyright 1951, General Mills, Inc.

Building News

(Concluded from page 32A)

throughout. Directly behind the school is the new convent for the Sisters of Mercy who teach the school. It is of the same finish as the school and contains eight rooms and a private chapel.

St. Procopius Abbey

A three-story, fireproof residence hall for 102 students is being erected at St. Procopius Abbey (Benedictian), Lisle, Ill. A library and basement recreation room are included in the plans.

Salt Lake Memorial

Bishop Duane G. Hunt, Salt Lake diocese, has announced the organizing of The Bishop Leo J. Steck Foundation, an enterprise which will erect six buildings in the Salt Lake area in the near future. The project is a memorial to Bishop Hunt's auxiliary bishop who died in June, 1950. The program plans the building of a Newman Club, containing a chapel, library, gymnasium, 30-student dormitory, and other facilities for Catholic students at the University of Utah, construction of three schools and two churches.

St. Andrew Seminary

St. Andrew Seminary, founded in a stable 80 years ago, formally dedicated a new million-dollar seminary structure November 30, 1950. The white-stone building, which has been under construction for two years, has facilities for 225 seminarians with residence accommodations for 98 students and five faculty members. The rest of the faculty, 12 diocesan priests, live in another building on the grounds. Over the altar in the new chapel is a large square mosaic of Our Lady of Good Counsel in whose honor the chapel is dedicated. Executed especially for the new seminary in the Papal mosaic factory of Vatican City, the mosaic is an exact copy of an ancient "miraculous picture" of the Blessed Mother in the Basilica of St. Mary in Genazzano outside Rome.

Our Lady School

Our Lady School, Louisville, Ky., was dedicated recently. The new school contains a basement, six classrooms, and the Sisters' quarters. The building is brick trimmed with stone and cost about \$160,000.

Catholic Hostel at New Zealand U.

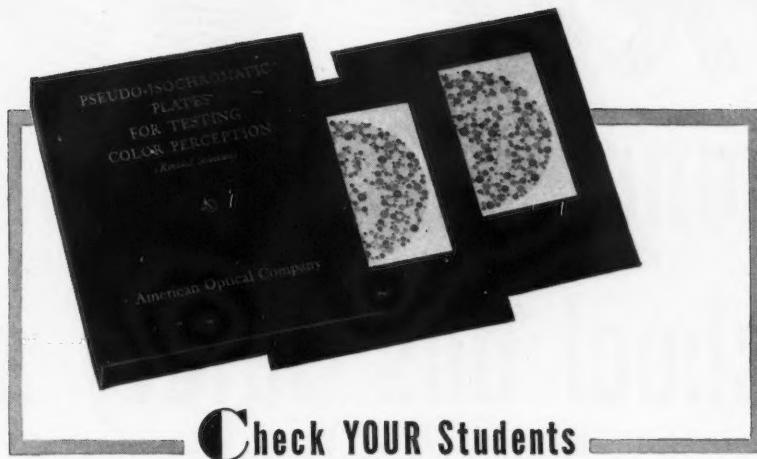
A Catholic Hostel for men students at the University of Otago in New Zealand is now being planned. Australia and New Zealand have no Catholic universities, thus the policy is to build colleges and hostels within the public universities, which are supported by private endowment. The Otago hostel, which will be called Aquinas Hall, will be conducted by the Dominican Fathers. Plans provide for a four-story building to house the students, a priory for the Dominican Fathers, and a chapel.

St. Mary's Lithuanian Parish

St. Mary's Lithuanian Parish, Kingston, Pa., recently dedicated a new building including a convent, kindergarten, and catechetical center. The kindergarten and catechetical center are under the direction of the Sisters of Jesus Crucified from Brockton, Mass. An address was given in Lithuanian at the dedication ceremonies.

Santa Clara High School

Ground has been broken for the new Santa Clara High School in Oxnard, Calif. The buildings, of modern design, are to be constructed of concrete masonry units between reinforced concrete frames. Floors will be asphalt tile on concrete. Ceilings are to be acoustically treated,



Check YOUR Students with the AO Color Perception Test

Every school child should be tested. About 4% of the males and fewer females are deficient in color perception. This physiological characteristic may become an important factor in the social, educational and occupational adjustment of the individuals concerned. For this reason, early detection of deficient color perception is very desirable.

The color blind or color deficient student, informed of his defect, is equipped to make sound personal and vocational adjustments. Likewise, educational and vocational advisors need information concerning the existence of defective color vision in order to provide helpful guidance for those affected.

The No. 1378A AO Color Perception Test is a simple, effective and accurate screening test for determining red-green color perception deficiency. It carries the approval of the Inter-Society Color Council and is used extensively by the Armed Forces, in industry, and in education. The test, consisting of 18 carefully designed charts and directions for use, complete in ring binder, is easily and quickly administered.

You may obtain complete information about this important test at AO Branch Offices located in all principal cities.

Price \$1050

American Optical

INSTRUMENT DIVISION • BUFFALO 15, NEW YORK

and roofing is to be composition on wood. The school will include two wings meeting at right angles and comprising the classroom and administration sections. The auditorium-gymnasium unit will be built on the diagonal between the two wings. The auditorium-gymnasium will be provided with a stage, locker and shower rooms, and complete athletic facilities, including a basketball floor. Connected with it is a cafeteria accommodating 100 students. There will be chemistry, physics, and biology laboratories and bookkeeping, typing, mechanical drawing, and home-economics rooms, as well as offices, library, chapel, dining facilities, and faculty rooms.

SS. Cyril and Methodius' Seminary

The cornerstone was laid recently at the new SS. Cyril and Methodius, Pittsburgh, Pa. This

is the first seminary in the United States for Catholics of the Byzantine Slavonic rite. It is the only seminary of its kind functioning in the world today since Communists closed all the Greek Catholic seminaries in Europe.

St. Rita's School

Work has been started on the new St. Rita's School, Long Island City, N. Y. The new school, when completed will contain 16 classrooms and an auditorium with a seating capacity of 850. The auditorium will be used for athletic and social events of the parish. The one story which will be built above the auditorium at this time will be left unfinished for the present and another floor is to be added in the future as needed for the increasing population of the parish.

TRIP-L-SAFE

Pioneer School Coaches presents school bus safety advancements



PLUS SCORES OF OTHER NEW FEATURES

New, completely new Superior Pioneers present the three greatest advancements in school bus safety since Superior introduced the first "All-Steel" coach in 1931. Together, these three basic advancements, described at right—Super-Guard Frame, Safe-T-Shield Paneling, and Unibilt Body—provide TRIP-L-SAFE protection for your children, protection that puts the new Pioneers far ahead of any other school buses ever built.

Both inside and outside these new coaches are designed to be up to date for years to come. They're bigger—more length,

width, and headroom. Visibility has been greatly increased all around. Entrance is wider, safer, more convenient. Interiors are a real surprise in sleek modern styling. New seats for passengers and driver provide extra comfort. Exclusive new heating and ventilating system provides abundant warmth and fresh air throughout entire "pressurized" coach. New thermal insulation . . . faster all-windshield de-fogging, de-icing . . . more massive chassis-mounted bumper . . . the list goes on and on. Truly, this 20th Anniversary of "All-Steel Safety" is another major milestone in school bus progress . . . SUPERIOR PIONEERS AGAIN!

NOW IN PRODUCTION

Revolutionary new 1951 Superior Pioneer School Coaches—custom-built for the chassis of your choice—are already rolling off the assembly lines. So don't delay—get in touch with your nearby Superior Distributor or fill in the coupon below, and mail it, today.

I WOULD LIKE TO KNOW MORE ABOUT THE NEW 1951 SUPERIOR PIONEERS

- Please send me complete information on the new 1951 Superior Pioneer Custom and Master Custom models.
- Have a Superior Representative contact me to arrange for a demonstration, with the understanding there is no obligation on my part.

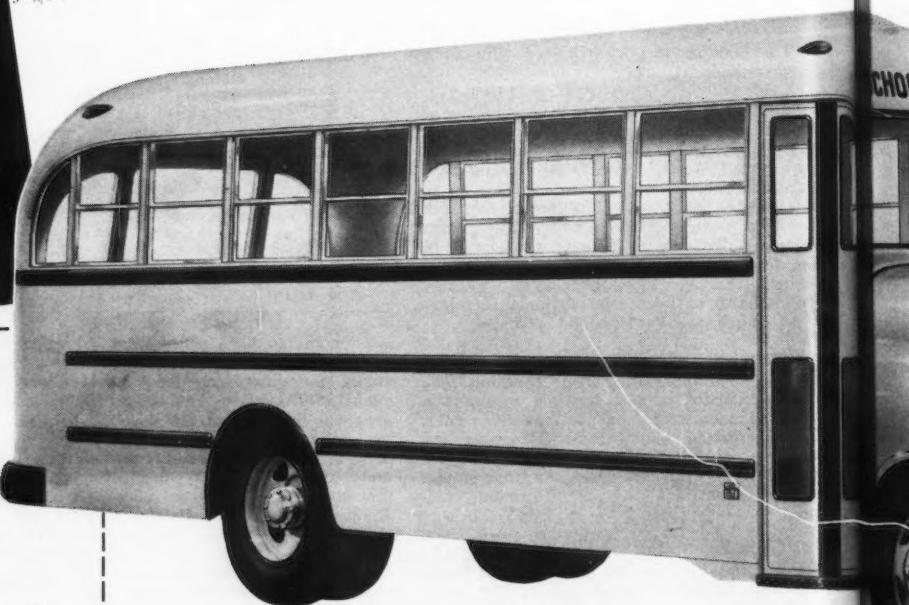
Name _____ Title _____

School _____

Address _____ Phone No. _____

City _____ County _____ State _____

Mail this coupon to Superior Coach Corporation, 20 Kibby Rd., Lima, Ohio



2 PIONEER MODELS FOR '51—Pioneer Custom (shown) gives you more for your money than any other make of coach, yet features highest quality throughout. Pioneer Master Custom has many refinements and deluxe accessories that establish it as the finest school coach ever built.

SUPERIOR greatest through 20 years

World's first fully streamlined school buses...

Here, for the first time, smoothly rounded contours have replaced all squared corners and sharp angles—even eliminating the flat front end construction so typical of school buses.

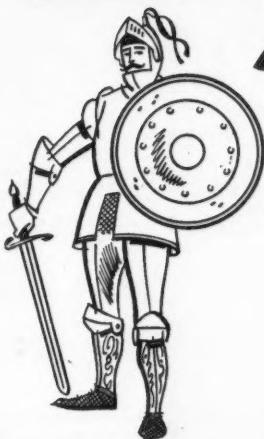


1 NEW SUPER GUARD FRAME



Extra strength at every point—that's the new Super-Guard Frame, exclusive with Superior Pioneers. Advanced engineering, stronger structural members, and complete integration of all frame assemblies by welding combine to provide utmost protection, especially in the critical areas. Special, heavily reinforced construction localizes and minimizes impact from any direction.

2 NEW SAFE-T-SHIELD PANELING



Never before have the tough outer and inner steel panels of a school bus been used to such great advantage for shielding the passengers. Panels most apt to receive impact are ribbed and specially engineered for extra ruggedness. Larger outside panels—unified by closer-spaced welding and riveting to frame—greatly increase coach strength and make whole exterior one large Safe-T-Shield.

3 NEW UNIBILT BODY

Feature after feature has been specially designed to make this the first school bus body completely integrated for maximum resistance to impact and torsion. Not only are all frame assemblies welded together as one structure, but outer and inner panels are more closely integrated with the frame and with each other. Thus, each part is reinforced by all the others, for solid fortress-like safety.



MEMBER OF
SCHOOL BUS BODY
MANUFACTURERS
ASSOCIATION

Game gets pupils to eat Better Breakfasts



Colorful poster 15" x 18 1/2" for team scores

MANY MOTHERS write that this "Early Bird" Game encourages their children to eat better breakfasts. "The score card, with promise of a button, does the trick!" says an Illinois mother.

Enthusiastic teachers from many states report improvement in grades since their pupils have been eating fruit, cereal and milk, bread and butter. That is the approved minimum breakfast used in Kellogg's "Early Bird" Breakfast Game.

This game is the easy way to teach good eating habits NOW, while your pupils are young. Many youngsters eagerly continue this game at home. We know you'll be delighted with the results in *your* school.

To please young appetites, Kellogg's offers a wide choice of crisp, ready-to-eat cereals. All either are made from whole grain or are restored to whole grain values of thiamine, niacin, iron.

3-WEEK GAME. You divide class into 4 teams: Robins, Blue Birds, Cardinals, Orioles. Each pupil gets score folder which tells better breakfast story, has room for daily check of breakfast foods eaten. You grade folders weekly, post team scores on wall poster. All winning team members get colorful EARLY BIRD BUTTON! All who have perfect scores get EARLY BIRD SEAL!

Kellogg Sends You Free—Attractive score folders, wall poster, prize buttons, seals, instructions for game. Write number of pupils, with your name, school, address, to Kellogg Co., CSJ 2-51, Home Economics Services, Battle Creek, Mich. Please state whether you have used game before. Comments welcomed!

*For a better breakfast
better eat Kellogg's*

- ★ KELLOGG'S CORN FLAKES ★ RICE KRISPIES
- ★ 40% BRAN FLAKES ★ ALL-BRAN
- ★ RAISIN BRAN FLAKES ★ PEP
- ★ SHREDDED WHEAT ★ KRUMBLIES
- ★ CORN-SOYA

Kellogg's OF BATTLE CREEK, MICHIGAN

Catholic Education News

AD MULTOS ANNOS

Holy Family Sisters

The Congregation of the Sisters of the Holy Family of Nazareth celebrated the anniversary of its founding early in December, 1950. The congregation was founded in 1875 in Rome, following the approval and blessing given two years earlier by Pope Pius IX to Mother Mary Frances Siedliska. A network of houses resulted in Poland, France, and England. The Sisters began their mission to America in 1885, when 11 nuns came to take over the St. Joseph Orphanage in Chicago.

HONORS AND APPOINTMENTS

Bishop Schlarman

MOST REV. JOSEPH H. SCHLARMAN, of Peoria, Ill., has been appointed by His Holiness Pope Pius XII an assistant at the Pontifical Throne.

Bishop Schlarman, 71 years old, has been bishop of Peoria for 20 years. He is a former president of the National Catholic Rural Life Conference. He is the author of a book, *Mexico, A Land of Volcanoes*, published recently by The Bruce Publishing Co.

Coadjutor Benedictine Abbott

VERY REV. BALDWIN W. DWORSCHAK, O.S.B., has been elected coadjutor abbot, assistant to Rt. Rev. Abbot ALCUIN DEUTSCH, O.S.B., at St. John's Abbey, Collegeville, Minn.

As coadjutor, Abbot Dworschak will be president of St. John's University, an office which has been held by Abbot Deutsch. Before his election as coadjutor abbot, Father Dworschak was prior of the abbey.

St. John's Abbey and its dependent priories includes 193 priests, 43 clerics and novices, and 58 lay Brothers, novices, oblates, and postulants.

St. John's University has approximately 1136 students, including 120 secular and religious students in the school of theology and more than 800 students in the college of arts and sciences.

Gonzaga Award to Blind Student

A blind 19-year-old sophomore has been awarded the Gonzaga scholarship in memory of three deceased members of the class of 1912 of Gonzaga University. DALLAS STROHMEIN, who is majoring in premedicine at the Spokane, Wash., school, has chalked up a "straight A" average despite the fact that he has been blind since birth. He has a system of his own for taking notes. He attends dances and school affairs, and is rated one of the most popular students on the campus.

Sacred Heart Seminary Head

REV. VINCENT W. DAVIS, SS.CC., has been appointed the superior and rector of Sacred Hearts Seminary, Washington, D. C. Father Davis has been a professor at the Seminary since 1947, teaching in the departments of canon law and moral theology. He entered the order of the Fathers of the Sacred Hearts in 1933.

Classifying Religious Books

REV. GILBERT C. PETERSON, S.J., librarian at St. Mary's College, St. Marys, Kans., is chairman of a committee of the Catholic Library Association which is revising and bringing up to date the Lynn Classification of Religious Books for Catholic Libraries.

Gabriela Mistral

GABRIELA MISTRAL, of Chile, noted poet and 1945 winner of the Nobel Prize for literature, has received the Serra Award of the Americas bestowed annually by the Academy of American Franciscan History. The award was conferred at

(Continued on page 40A)



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JOHN SEXTON & CO., CHICAGO, 1951

Catholic Education News

(Continued from page 38A)

The Academy's annual convocation at the Catholic University of America. Miss Mistral came from Vera Cruz, Mexico, where she is consul for Chile. She was appointed recently as Chilean consul in Naples, Italy. Since the publication of her book of poems entitled *Desolacion*, in 1922, Gabriela Mistral has gained world recognition as a poet. At home, she is well known as a teacher and friend of poor children and Indians.

Aloysius L. Fitzpatrick

ALOYSIUS L. FITZPATRICK, K.S.G., of Philadel-

phia, has been awarded the annual St. Vincent de Paul Medal of St. John's University, Brooklyn, N. Y., for leadership in social work.

St. Mary Scholarship

MISS AMELIA FIELDS, of Natchez, Miss., has been awarded a scholarship to St. Mary's College at Notre Dame, Ind. Miss Fields, a graduate of St. Francis High School, Natchez, attained the award through competitive examinations. Through penny-a-day contributions, the students at St. Mary's provided for the second time this scholarship for a Negro girl. The project is called the Martin de Porres Scholarship Fund and provides board, room, tuition, and all fees for one year. Miss Fields plans to enter the school of nursing at the college.

New England Provincial

VERY REV. W. EDMUND FITZGERALD, S.J., 49,

dean of studies at Fairfield (Conn.) University, has been appointed provincial of the New England Province of the Society of Jesus. Father Fitzgerald is a native of Providence, R. I., and joined the Jesuits in 1919. He has two brothers who are Jesuits.

Professor at Rio De Janeiro

REV. DR. OLIVEIRA DIAS, S.J., has been appointed a professor at the Catholic University of Rio de Janeiro. He was born in Portugal in 1891 and entered the Society of Jesus in 1908. He studied in Holland, Spain, Belgium, and Rome and taught philosophy and sacred oratory at Guimaraes and Braga.

Dean Blum Promoted

REV. VICTOR J. BLUM, S.J., assistant dean of the Institute of Technology, St. Louis University, has been made associate dean. In his new position, Dean Blum will have authority over all departments and faculty members of the institute on the undergraduate level.

Franciscan Assistant Mother General

MOTHER M. OF ST. JARLATH, F.M.M., has been elected assistant mother general of the Franciscan Missionaries of Mary. Born at Providence, R. I., she is the first native American to hold this position. She will reside at the mother house, 12 Via Ginsti, Rome, Italy.

Honor Mercy Sister

SISTER M. DECHANTAL GALLAGHER of the Sisters of Mercy, Hazleton, Pa., has been accepted into the National Vocational Guidance Association as a professional member. This means that Sister deChantal has met the qualifications of this organization for professional membership and becomes, in the accepted sense, a professional guidance counselor.

Grants to Fordham

Three U. S. grants totaling \$15,508 have been provided for Fordham University in the nationwide campaign against cancer.

REQUIESCANT IN PACE

• RT. REV. MSGR. JOHN W. HOWELL, head of the department of biology at Loras College, Dubuque, Iowa, died, December 9. Msgr. Howell was born in 1886 at Eagle Grove, Iowa. After graduation from Loras College he studied at Fribourg, Switzerland, where he was ordained in 1913. He served as a professor at Loras College for 37 years. Since 1935 he had been director of the Archdiocesan Laymen's Retreat Movement. In his will he left a substantial sum to Loras College for the education of candidates for the priesthood. The rest of his small estate he divided between the Propagation of the Faith, and the diocesan fund for Priests.

• VERY REV. JOSEPH P. NOONAN, 76, superior general of the Christian Brothers World Wide Catholic teaching organization died in Dublin, November 2, 1950.

• SISTER MARY ADRIEN, R.S.M., died in Providence, R. I., recently. She had been a member of the Sisters of Mercy since 1889, and had spent her religious life teaching in diocesan schools.

• REV. DR. OWEN B. MCGUIRE died in Elmira, N. Y., October 26, 1950. He had taught at St. Bernard's Seminary and held a doctorate degree in philosophy and theology earned at Innsbruck, Austria.

• SISTER MARY OF THE VISITATION HAMILL, one of the oldest members of the Community of the Good Shepherd, Fort Thomas, Ky., died recently. Sister Mary of the Visitation was 84 years old. From the time of her profession in 1890, she served successively in Cincinnati, Toledo, Indianapolis, and Fort Thomas.

(Continued on page 42A)

How Daylight Engineering can help Billy read his open book

Reidville School, Reidville, S. C.
Architect: Harold E. Woodward, A. I. A., Spartanburg, S. C.;
Contractor: Crosland Construction Company, Reidville, S. C.

Standards for good seeing in schoolrooms are few and simple.

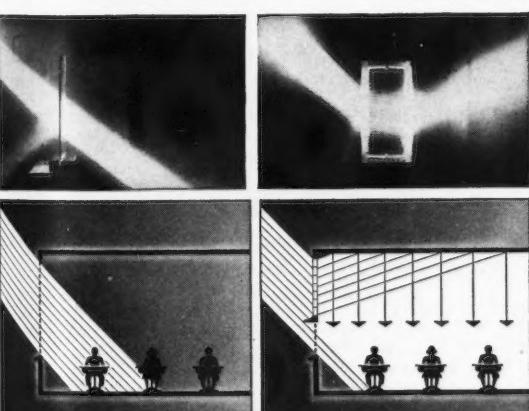
For example, children's open books should not be *more than 3* times as bright as the desk tops on which they rest.

The light source—whether it be the windows or lighting fixtures—should not be *more than 20* times as bright as the surfaces surrounding it.

Yet in many classrooms where the light enters through average windows, the brightness is more than 100 times that of the walls next to the windows.

Lighting authorities recognize the importance of eliminating glare sources, and of reducing brightness contrasts in schoolrooms. Scientific research is discovering vital things about the bad effects of poor lighting on students. Daylight Engineering is putting good seeing into both new and old schools.

Read about these new developments in our *free* booklet, "Better Light for Our Children." Get your copy today. Write to: Daylight Engineering Laboratory, Dept. C.S.-2, Box 1035, Toledo 1, Ohio. Insulux Division, American Structural Products Company, subsidiary of Owens-Illinois Glass Company.



Above, child near ordinary window gets harsh brightness and glare, others suffer from high degree of contrast, need overhead light. Right, light beams striking Insulux Glass Block No. 363. See how built-in prisms route light UP, and spread it. Result is even, diffused light over all parts of classroom.

INSULUX FENESTRATION SYSTEMS
—by the pioneers of Daylight Engineering



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Catholic Education News

(Continued from page 40A)

• REV. PIUS L. MOORE, S.J., 69, died recently at San Jose, Calif. He observed his fiftieth anniversary as a Jesuit in August, 1950. He served a term as president of the old St. Ignatius College, San Francisco, now the University of San Francisco and worked among the Japanese in that city. In 1928 he headed the first group of California Jesuits to go to China, returning in 1937. He made another trip to China in 1941, was trapped there by the war and interned.

• BROTHER PATRICK J. CULHANE, F.S.C.H., provincial of the American Province of the

Congregation of Christain Brothers of Ireland, died October 20, 1950, at the Santa Maria Novitiate, West Park, N. Y. He was born in Limerick, Ireland, in 1868 and entered the Congregation at the age of 21. He has held administrative posts in the teaching brotherhood for 43 years.

• MISS AGNES REPLIER, dean of American essayists, died December 15, 1950, in her Philadelphia home, at the age of 95. Rev. Isaac Hecker, founder of the Paulists and then editor of the *Catholic World*, is credited with guiding the young Agnes Repplier away from short story writing into the essay field where she became undisputed master. In 1929 she turned to historical biography and wrote such books as *Pere Marquette*, and *Mere Marie of the Ursulines*. Most critics agree that the culmination of her work was *In Pursuit of Laughter*, published in

1935. In 1911 she was awarded the Laetare Medal by the University of Notre Dame. She became a vice-president of the Catholic Poetry Society of America when the society was founded in 1931.

• MOST REV. GEORGE J. DONNELLY, bishop of Kansas City, Kans., died December 13, 1950, at the age of 61.

• MOST REV. HUGH C. BOYLE, bishop of the Diocese of Pittsburgh since 1921, died December 22, 1950, in Pittsburgh. He was one of the leading parochial school educators in the nation. Bishop Boyle was 77 years old.

• REV. JOHN C. PROCTER, S.J., head of the department of Greek at Holy Cross College since 1935, died December 20, 1950.

• VERY REV. GERALD A. RYAN, 41, dean of the Catholic Sisters College of Catholic University, Washington, D. C., died December 20, 1950. He had been a member of the faculty of the Catholic University since 1941 and dean of the Sisters College since 1947.

• MOTHER M. IRMINA MANTERNACH, former mother general of the Sisters of St. Francis of the Holy Family, Mt. St. Francis, Dubuque, Iowa, died December 16, 1950, at the age of 62.

• SISTER M. EDWINA GOEBEL, O.S.F., who has been ill since 1929 at Mt. St. Francis Convent, Dubuque, Iowa, died December 26, 1950. She was born in Bavaria in 1876. She taught at Odebolt, Alton, and Remsen, Iowa, and Solverton, Ore.

• REV. IGNATIUS B. KIRCHER, S.J., retired high school and university teacher, died December 28, 1950, in St. Louis, Mo. Father Kircher was 77 years old. He was ordained in 1906.

Study of TV

Crosley Broadcasting Corporation, of Cincinnati, Ohio, has granted \$2,500 to Xavier University of Cincinnati to conduct studies to determine the effect of TV on children's school-work.

EDUCATIONAL MEETINGS

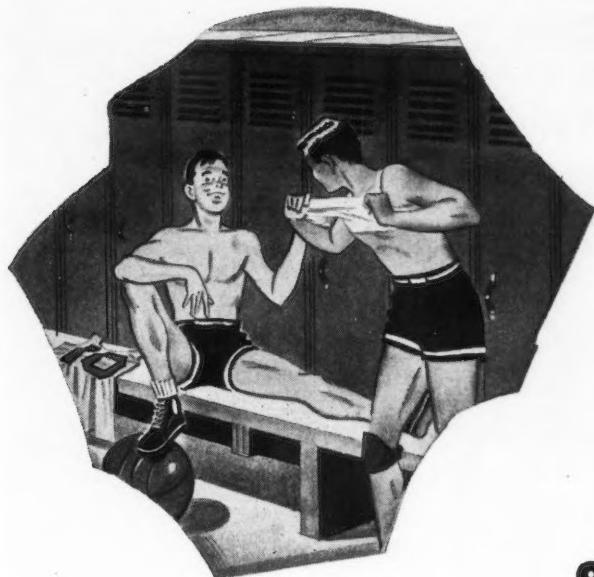
Natural Law Institute

The fourth convocation of the Natural Law Institute was held at the University of Notre Dame, December 8-9, 1950. Rev. John J. Cavanaugh, C.S.C., president of Notre Dame, was the honorary chairman, and Clarence E. Manion, dean of the college of law at the University, was chairman. The program included talks on "The Source of Human Rights" by George E. Sokolsky, New York City; "The Natural Law and the Right to Liberty" by Hon. Thomas J. Brogan, formerly Chief Justice, Supreme Court of New Jersey; "The Natural Law and the Right to Property" by Hon. Joseph C. Hutcheson, Jr., Chief Judge, United States Court of Appeals; "The Natural Law and the Right to Freedom of Expression" by Felix Morley, Washington, D. C.; and "The Natural Law and the Right to Pursue Happiness" by Rev. John C. Ford, S.J., Professor of Moral Theology, Weston College, Weston, Mass.

Confraternity Congress

The fourth regional congress of the Confraternity of Christian Doctrine was held at Portland, Me., recently. Archbishop Richard J. Cushing, in an address to the meeting asserted that only through "a rebirth of the religious concept of the home can we arrest this sad process of decay and disintegration." He added that the home must once again become the center of life, and that religion must come from within the home before it can be taught in the schools.

(Concluded on page 44A)



**Part of the
Thrill
of making the team**

To many a first-year school athlete, much of the thrill of "making the team" is his assignment to personal space in the team locker room. His private Berger Steel Locker is real evidence that he "belongs". It's part of his introduction to the comradeship and good-fellowship that typify American competitive sports.

Berger Steel Lockers are strong and rugged . . . built to stand up under the wear and tear of generations of exuberant athletes. By providing safe, convenient and well-ventilated storage, they help uniforms and equipment serve through several seasons . . . protect them against loss and unauthorized use.

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154 free-standing single tier Berger Steel Lockers are installed in the boys' locker and dressing rooms at Euclid Senior High School, Euclid, Ohio. Harry A Fulton, Architect.

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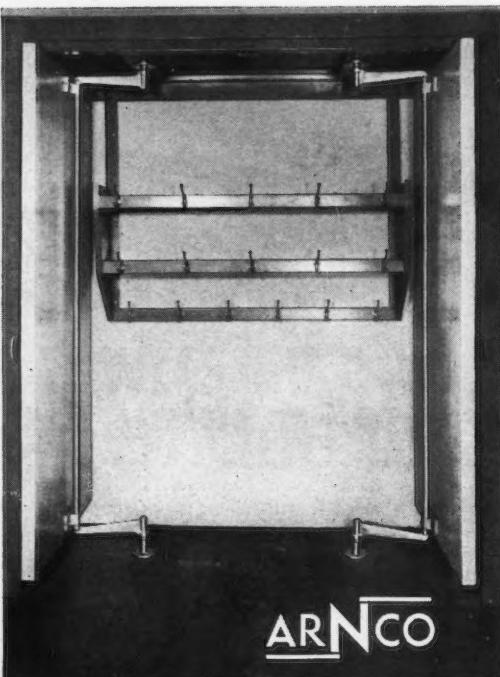
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Arnco Steel Receding Door Classroom Wardrobes provide an efficient sanitary means of housing pupils clothing within the classroom. Design based on years of experience in equipping schools with both standardized and built-to-order metal furniture.

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**Catholic
Education News**

(Concluded from page 42A)

Journalists' Conference

Marquette University Institute of the Catholic Press will hold a 2-day conference for Catholic Journalists at Marquette University, Milwaukee, Wis., February 9-10.

The Conference, although open to editors and writers from all parts of the nation, will be limited to 35 participants. Printings of the conferences will be published by the institute.

Round-table discussions will deal with the problem: What makes a good Catholic magazine article?

David R. Host, associate professor of jour-

nalism at Marquette is director of the Institute. The address is 1131 W. Wisconsin Ave., Milwaukee 3, Wis.

SCHOOL NEWS

Students at Mission Mass

More than 2500 students from Catholic high schools of the Archdiocese of New York attended the annual Mass sponsored by the Catholic Students Mission Crusade in St. Patrick's Cathedral, New York City, December 9. Most Rev. James H. Griffiths, chancellor of the Military Ordinariate, pontificated.

Milwaukee School Report

The annual school report of the Milwaukee Archdiocese lists a total enrollment of 76,444 for the school year 1949-50. There were 53,868 pupils enrolled in 174 elementary schools, 8874

in 21 high schools, 894 in 24 ninth grades. In the institutions of higher learning, 262 high school students and 127 college students were enrolled in four convent schools, 348 in three junior colleges, 2566 in six colleges, 921 in five schools of nursing education, 8404 in Marquette University, and 180 in St. Francis Major Seminary.

U. N. Day

Ladycliff Academy, located on grounds adjoining the United States Military Academy at West Point, many of whose pupils live on the post, took a special interest in the fifth anniversary of the signing of the United Nations Charter last October 24. The whole school, through the use of visual aids, learned of the customs, arts, dress, and culture of the United Nations. The history classes located them on maps. The freshmen art classes made posters; the sophomores gathered articles for a display. An all-school program was held on October 24, 1950, and the week following a letter was written to Warren R. Austin, United States representative in the U. N. Mr. Austin replied, thanking the pupils for their interest in the activities of the U. N.

Steubenville Adds Art Department

A department of art has been added to the College of Steubenville, Ohio, this year, headed by Philip Griffin Schuyler, of New York City. Another recent addition to the biology department is Rev. Eugene Estill, T.O.R.

Loyola Professor in South America

Dr. Paul S. Leitz, associate professor of history at Loyola University, Chicago, recently made a lecture tour through South America where he was visiting professor of United States history under the auspices of the U. S. State Department. Dr. Leitz gave a series of eight lectures at the University of San Marcos and Catholic University in Lima, Peru. He also traveled through Ecuador, Colombia, Canal Zone, and Jamaica, after doing extensive research in the archives at the national library of Lima.

PUBLIC SCHOOL RELATIONS

State Aid Projects in Sectarian Schools

Recreational facilities of sectarian schools may be used for state-aided youth projects, providing the programs are open to all children and held when classes are not in session, according to an opinion released in Albany, N. Y., by attorney general Nathaniel Goldstein. He told the State Youth Commission that it could rent and pay for damage to noninstructional facilities of sectarian schools "in cases where you find that the operation of the project will not in fact result in prohibited aid to denominational education."

This means that the school must not profit from the arrangement, although in many cases there are no adequate facilities other than those of a denominational school available for the projects.

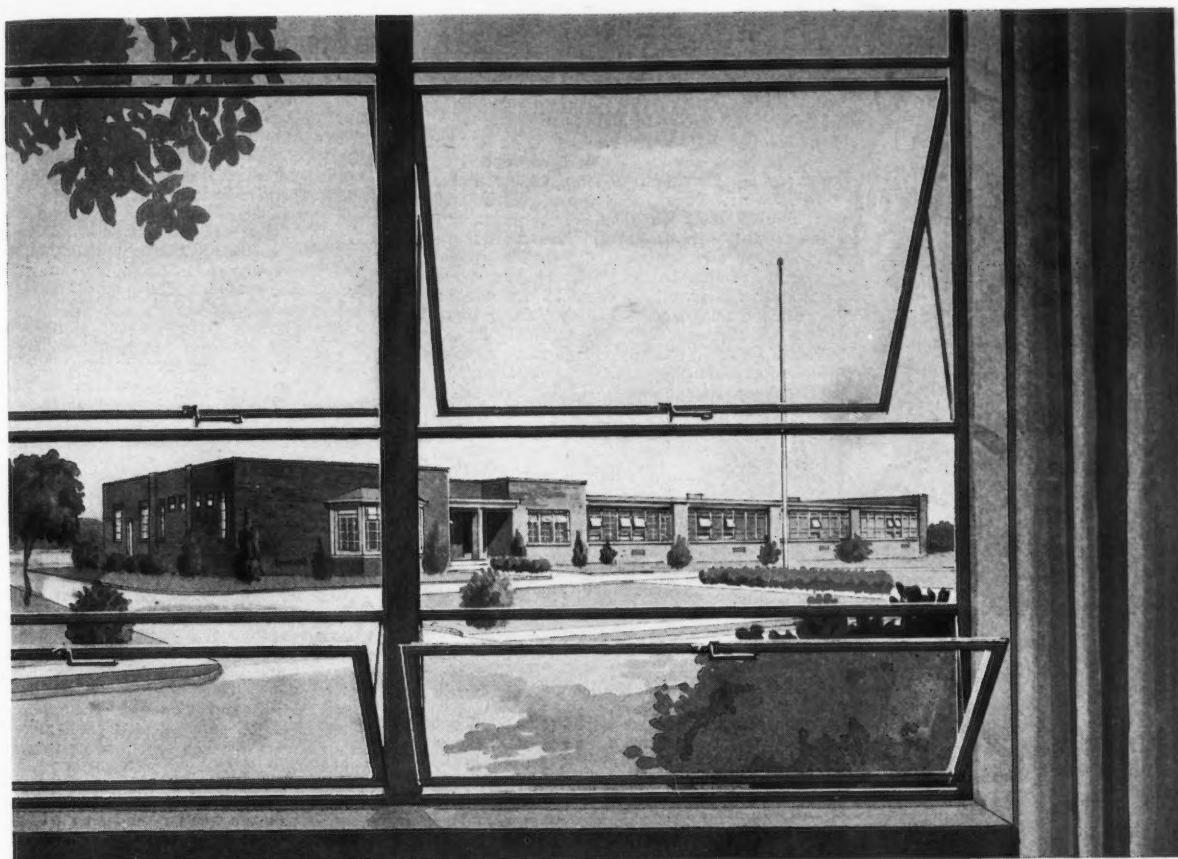
Catholics Not Pulling Their Weight

Dr. Frank Whelan, assistant superintendent of schools in New York City, told assembled members of the Fathers' Club of All Hallows that Catholics were "not pulling their weight in the local community." He said "even though their sons do not attend public schools they have a civic right and a duty as Catholics to partake in parent-teacher groups."

"Many others wholly unsuited for the responsibility of guiding community affairs were doing so, whereas the Catholic, by training and profession, has all the qualifications for fine moral leadership. . . ."

Religion in Australian Schools

There has been a move in the Victorian State Legislature, of Australia, to provide for religious education in government-conducted schools within school hours. Instruction would not be given by the regular school teachers, but by authorized representatives of the various denominations.



Lupton Architectural Projected Window installation in Charles Street Grade School, Palmyra, N. J. Architect: Micklewright and Mountford, Trenton, N. J.

It's more fun to go to school in classrooms that invite the great out-of-doors. It's sound designing to provide bright, cheerful classrooms and prevent eye fatigue with relaxing distant vision.

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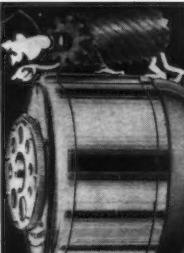
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This Boston KS is wonderful. It sharpens 8 sizes of pencils.



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New Books of Value to Teachers

LIFE OF THERESE NEUMANN DRAMATIZED

Stephen R. Novak, Passaic, N. J., has written a dramatization of Albert Schimberg's *The Story of Therese Neumann* (Bruce Publishing Co.). Mr. Novak saw the stigmatist in Germany in 1945 while in the service, and heard her story from Father Naber, her lifelong confessor and spiritual adviser. The play, "The Light From Germany," using the Schimberg book as a basis, is excellent for use in the parish drama society at Holy Trinity Church in Passaic, for which it was written. The play is simply staged and has a large cast of characters, both important to a parish play. The play has been copyrighted but no plans for publication have been announced.

These Young Lives

By Don Sharkey. Cloth, 96 pp., 10 by 13 in., illus., \$2.25. W. H. Sadlier, Inc., New York, N. Y.

This remarkable review of Catholic education in the United States, sponsored by the Department of Superintendents of the National Catholic Educational Association has been prepared by Mr. Sharkey, a former editor of the *Young Catholic Messenger* school newspaper, in co-operation with five outstanding diocesan superintendents of Catholic schools. It is offered to the public, Catholic and non-Catholic, as a vivid description of the Catholic schools of our country.

In picture and text it shows a pupil entering and progressing through kindergarten, elementary school, high school, and college, all in schools conducted by the Church for education of children of God and citizens of the United States.

Readers of *These Young Lives* who may not know anything about the Catholic view of education will be quite surprised at the concrete evidence proving that Catholic education provides knowledge of all subjects taught in public schools, including music, physical education, health, home economics, shopwork, agriculture, etc.; all permeated with the most essential subject, religion.

The chapter on civic education proves that Catholic schools lay particular stress on the training of Good Americans: "The dignity of man is due to the fact that he was created in the image and likeness of God and also to the fact that God became man and died for us. He (the pupil) will learn that Christians are interdependent because they are all members of one body of which Christ is the head."

Schoolhouse Planning and Construction

By a Committee of the N.C.E.A.; Rev. Paul E. Campbell, chairman. Cloth, 266 pp., \$4.50. Joseph F. Wagner, Inc., New York, N. Y.

This book, prepared by a Committee of the National Catholic Educational Association, outlines the general problems of site selection, general over-all planning, and the special planning and design of regular classrooms, general purpose rooms, science rooms, shops, and laboratories. Several chapters are devoted to the types of construction and the special problems of the service facilities. Two final chapters by an architect and a public school building expert, take up respectively the procedures of selecting architects and letting contracts, and the general cautions to be considered in all building projects.

The earlier chapters of the book lean heavily on the 1949 *Guide for Planning School Plants* of the National Council on Schoolhouse Construction. The California and Connecticut State Schoolhouse Building Codes are also used. The recommendations and standards are particularly sound and useful in that they require the basic consideration of educational utility as the basis of all design and planning of school buildings.

The chapter on academic classrooms approaches

the problem of planning and fitting out the basic unit of the school from the standpoint of providing ideal teaching and learning conditions of the type which the existing school program requires and which will make for complete physical comfort and educational efficiency.

The section of the book reflecting the most practical viewpoint is that devoted to service facilities, including the special equipment for heating, ventilation, interclass communication, artificial illumination, fire protection, plumbing, and sanitary conveniences.

The Catholic parish school plant—and the central high school as well—is definitely a social and adult-education center and the so-called general purpose rooms must be designed and located with the adult use fully in mind. The authors are extremely conservative in their recommendations for the planning and equipment of the auditorium, the physical education unit, the cafeteria, and the library. Money spent for these facilities is an investment in the total religious welfare of the community served.

The book represents an excellent statement of present-day schoolhouse design ideals and construction and equipment practices. It may be hoped that the committee of diocesan superintendents who made the study will be continued. The study of schoolhouse planning is never ended—the constant improvements in the educational program and the developments in building techniques require ever new approaches to schoolhouse design and planning. The present book might well be supplemented by studies of the relation of the parish school plant to the church and rectory, the special problems of rural schools, etc.

Catholic Supplement to the Standard Catalog for High School Libraries, 1948-1950

Selected by a committee of the Catholic Library Association, Helen L. Butler, Ph.D., Chairman. New York, Wilson, 1950.

This is a selected list of Catholic books published during the period, 1948-50, with a few titles of earlier date. Part I is arranged alphabetically by author and by subject, while Part II is arranged by Dewey Decimal classification, with full book information—publisher, price, grade recommendation, and short annotation.

The Catholic high school librarian will find this supplement, when used in connection with the *Standard Catalog for High School Libraries*, a helpful guide in the selection of books.

The Story of Mary, The Mother of Jesus

By Catherine Beebe. Cloth, 147 pp., \$2. Bruce Publishing Co., Milwaukee 1, Wis.

This is a beautifully written, tenderly pictured life of Mary from birth to Assumption. In it she lives for the children who read about her. The language is simple and everyday, but the story is the true Bible story.

On the Farm

By Marion L. Langham. Cloth, 212 pp. Noble & Noble, New York 3, N. Y.

This is a supplementary second-grade reader dealing with "How We Get Our Food and Clothing." It also includes folk tales and poems interwoven with factual material.

Tomás and the Red Headed Angel

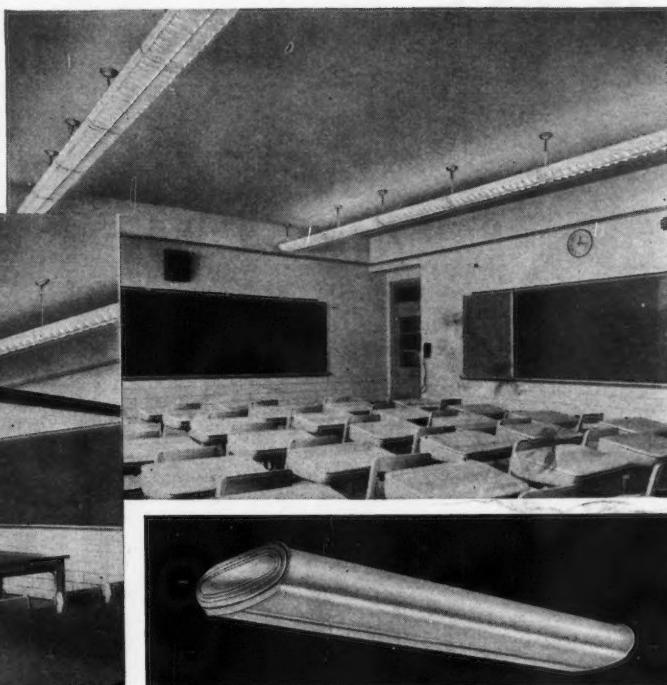
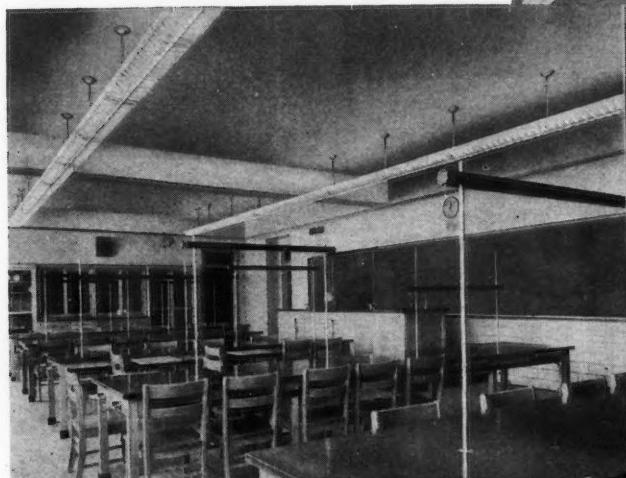
By Marion Garthwaite. Cloth, 190 pp., \$2.50. Julian Messner, Inc., New York 18, N. Y.

This is the winner of the Julia Eliezer Ford Foundation Award for Children's Literature, by unanimous choice of the judges.

Tomás and the willful red-haired Angelita, who saves him from a beating only to get him into further scrapes before her final rebellion, are two of the many interesting characters in this skillfully written story of life in early California.

(Continued on page 49A)

Notice the clean, all-over brightness of these modern classrooms of St. Joseph's Collegiate Institute, Buffalo, N. Y. Fixtures are Sylvania Trimline CL-242, equipped with Sylvania Warmtone Fluorescent Tubes.



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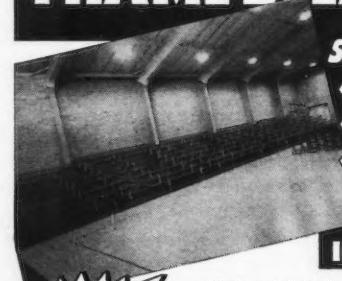
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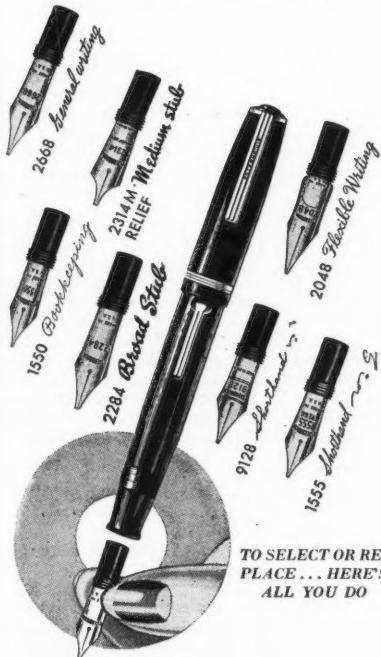
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New Books

(Continued from page 46A)

The ranch life of the rich is contrasted with the lot of the Indians who are virtually slaves. Father Boniface, the missionary, tries to reconcile the two extremes in his gentle way.

The rough life of the settlers and the horses in the story will appeal to the boys while girls will follow breathlessly Angelita's wild romance in defiance of her stern, forbidding uncle.

The Littlest Missionary

This is a 36-page children's magazine printed in color, edited by Rev. Francis J. Kamp, S.V.D., Techney, Ill. In addition to promoting mission work and Christian living, it contains classroom plays, geography readings, lives of the saints, social science readings, and various other features. The subscription price is 35 cents each per year if ordered in groups of ten or more copies.

Tales From Here and There

By W. W. Theisen and Guy L. Bond. Cloth, 566 pp., \$2.28. The Macmillan Co., New York 11, N. Y.

This is a new anthology of juvenile literature, selected for high literary quality and edited to be read by children of eighth-grade reading ability. It is the final volume of *Living Literature*, a series of supplementary literary readers.

Angel Food for Jack and Jill

By Rev. Gerald T. Brennan. Cloth, 112 pp., \$2.50. Bruce Publishing Co., Milwaukee 1, Wis.

More of Father Brennan's short stories for small children. Each one contains the clear explanation of a truth, such as the authority of the Church, charity, confession. Father Brennan's style of writing is delightfully fresh and his stories will hold the attention of even the youngest, most restless child.

Antonin Dvorak: Composer From Bohemia

By Claire Lee Purdy. Cloth, 200 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

A well-written life of the Bohemian composer, but it contains some distinctly anti-Catholic material which makes its purchase undesirable for the Catholic reading shelf. Accusing the Jesuits of burning books and destroying "invaluable Czech contributions to culture and civilization" after the White Mountain defeat seems more misguided than purposeful criticism.

Silver Blades

By Sarah Louise Barrett. Cloth, 250 pp., \$2.50. Dodd, Mead & Co., New York 3, N. Y.

Holly Ingales wants to ice skate professionally but her mother wants her to go to college. Holly finally manages both with some romance on the side in this story of college life.

Skipper Sandra

By Dorothy Horton McGee. Cloth, 248 pp., \$2.75. Dodd, Mead & Co., New York, N. Y.

An excellent sailing story combined with mysterious buried treasure. The sailing talk is authentic but not too technical for a landlubber. Some good pointers for youngsters handicapped by shyness are included unobtrusively.

Teen (A Book for Parents)

By Charles E. Leahy, S.J. Cloth, 114 pp., \$2. Bruce Publishing Co., Milwaukee 1, Wis.

For the parents of average teen agers, not juvenile delinquents, this is a comforting series of conferences on bringing our children home to God through love, understanding, and a great deal of patience. Father Leahy has combined his knowledge and love of the teens to tell parents some of the vital ideas behind the raising of an offspring that is neither adult nor child.

The World of Numbers

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New Books

(Concluded from page 49A)

grades 3-8. Cloth, illus. The Macmillan Co., New York, N. Y.

This is new, well-planned series emphasizing number concepts, principles, and generalizations. The reviewer thinks that the authors have been quite successful in explaining the fundamental principles and introducing the pupil quickly to the standard procedures. Teachers should find the series readily teachable.

Jesus and I

By Jean Plaquevent, translated by Emma Crawford. Cloth, illus., 92 pp., \$1.75. Sheed & Ward, New York 3, N. Y.

This is a beautiful little book written as a series of conversations between any little child and the young Jesus. The conversations between the two are simply written, but the ideal of childhood sanctity is clearly and understandably there. The illustrations by Mary Taylor are charming.

The Nazarene

By Eugenio Zolli. Translated by Cyril Vollert, S.J., S.T.D. Cloth, 301 pp., \$5. B. Herder Book Co., St. Louis 2, Mo.

This book interprets the life and work of Christ in terms of the word Nazarene which is explained from the ancient literature of the Church and the writings of the early Jewish commentators. Himself a highly esteemed former Rabbi and scholar in rabbinic literature, the author brings out important meanings of the life of Christ and of His words which have been largely overlooked by modern Christian commentators.

Economic Ideas: A Study of Historical Perspectives

By Ferdinand Zweig. Cloth, 194 pp., \$2.25.

Prentice-Hall, Inc., New York 11, N. Y., 1950.

Written by a one-time professor of political economy at the University of Cracow, and now with the department of economic and social studies at the University of Manchester, the book considers men and their ideas.

The Elements of Research (3rd Ed.)

By Frederick Lamson Whitney. Cloth, 539 pp., \$5. Prentice-Hall, Inc., New York 11, N. Y., 1950.

This book is an elementary introduction to research problems and how to handle them. It would be of benefit to experienced researchers but it is primarily useful to the beginner.

College Algebra

By Edward M. J. Pease. Cloth, 434 pp., \$2.85. Prentice-Hall, Inc., New York 11, N. Y.

This comprehensive text is addressed to college students who have had not more than one course in algebra. An exceedingly modest amount of teaching aids is included. The emphasis is on the serious study of algebra and principles and advanced problems.

Faraway Fields

By Patricia O'Malley. Boards, 244 pp., \$2.50. Dodd Mead & Co., New York, N. Y.

Caddy Palmer's work as a publicity writer for a world air line took her to Ireland and to Paris where she had interesting experiences in doing a public relations job. The book gives a good insight into the interesting character of the work done by the land base employed of the great international air liners.

Meg's Fortune

By Gladys Malvern. Cloth, 182 pp., \$2.50. Julian Messner, Inc., New York 18, N. Y.

Addressed to adolescent girls, this book tells the story of a girl of the early Plymouth settlement.

Readings for the Seasons

By Rev. Patrick Quinlan. Paper, 16 pp., 10 cents. St. Anthony Guild Press, Paterson, N. J.

The first of these pamphlets contains readings from the New Testament for the Season of Advent. The second continues the readings for the Nativity and Epiphany. The booklets are splendidly illustrated with black and white pictures.

Food for Fifty

By Sina Faye Fowler and Bessie Brooks West. Cloth, 452 pp., \$4.50. John Wiley & Sons, New York 16, N. Y.

Since 1937 this book has become a standard work for (a) teaching quantity cooking in college courses and (b) for working out menus and doing the cooking for institutions. The present edition has been enriched by introducing the wartime findings of the authors as cooking experts for the U. S. Navy, by adding to the luncheon menus, by describing the handling of foreign foods, and by enlarging the information on purchasing.

Play With Trees

By Millicent E. Selsam. Illustrated by Fred F. Scherer. Cloth, 64 pp., \$2. William Morrow & Co., New York 16, N. Y., 1950.

The text of this book, aided by many illustrations, gives directions and background for several experiments. Finding and growing tree seeds, and collecting leaves for identification are just two of many profitable activities which introduce youngsters to the fascinating study of trees.

What Do They Say

By Grace Skaar. \$1. William R. Scott, Inc., New York, N. Y.

Younger tots will be very anxious to turn each page to find out what they say. A chicken, dog, sheep, etc., have quite a bit to say and the attractive illustrations will almost make the children hear them.

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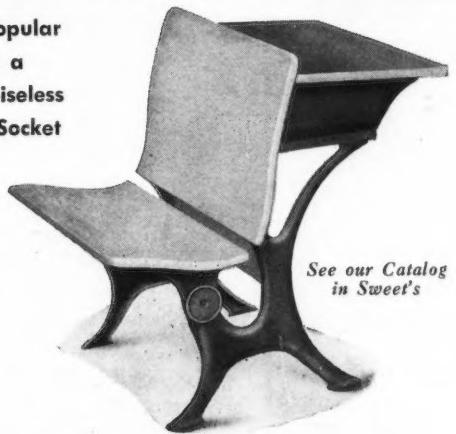
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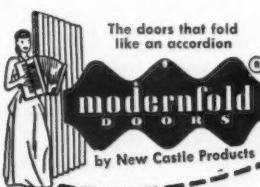
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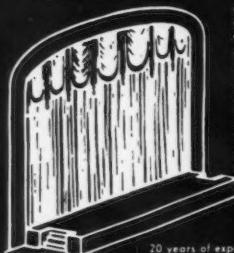
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COMING CONVENTIONS

• Feb. 16-18. Wisconsin Catholic Action Conference at Milwaukee Auditorium, Milwaukee, Wis. Chairman: Rev. Louis Riedel, 742 W. Capital Dr., Milwaukee 6.

• Feb. 19. Catholic Library Association, Maryland Unit at Seton High School, Baltimore, Md. Secretary: Miss Mary Rose, Loyola College, Baltimore.

• Feb. 22. Catholic Library Association, Greater St. Louis Unit, at Rosati-Kain High School, St. Louis, Mo. Secretary: Sister Mary Cyprian, S.S.N.D., Rosati-Kain High School, 4389 Lindell Blvd., St. Louis, Mo.

• Feb. 23-24. Ohio Home Economics Association at Hotel Dechler, Columbus, Ohio. Secretary: Jeanne Montgomery, Ohio Fuel Gas Co., Columbus.

• Mar. 4-8. American Association of Junior Colleges at Hotel Fort Des Moines, Des Moines, Iowa. Secretary: Dr. Jesse P. Bogue, 1201 16th St., N.W., Washington 6, D. C.

• Mar. 7-10. Music Educators National Conference (Southwestern Division) at Oklahoma City, Okla. Secretary: C. V. Buttelman, 64 E. Jackson Blvd., Chicago, Ill.

• Mar. 9-10. Nebraska Home Economics Association at Hotel Cornhusker, Lincoln, Neb. Secretary: Ruth Meierhenry, 326 N. 17th St., Lincoln.

• Mar. 14-16. Mississippi Education Association at Hotel Heidelberg, Jackson, Miss. Secretary: F. C. Barnes, Box 826, Jackson, Miss.

• Mar. 15-16. Alabama Education Association at Temple Theater, Birmingham, Ala. Secretary: Frank L. Grove, 422 Dexter Ave., Montgomery, Ala.

• Mar. 15-16. Tennessee Education Association at Andrew Jackson Hotel, Nashville, Tenn. Secretary: Frank Bass, 321 7th Ave., N., Nashville.

• Mar. 15-17. South Carolina Education Association at Columbia, S. C. Headquarters undetermined. Secretary: J. P. Coates, 1510 Gervais St., Columbia, S. C.

• Mar. 16. National Catholic Educational Association (Midwest Secondary School Dept.) at Palmer House, Chicago, Ill. Secretary: Brother Edwin Goerdt, S.M., Coyle High School, Kirkwood, Mo.

• Mar. 17-21. Music Educators National Conference (California-Western Div.) at San Diego, Calif. Headquarters: undetermined. Secretary: C. V. Buttelman, 64 E. Jackson Blvd., Chicago, Ill.

• Mar. 19-21. California Home Economics Association at Hollywood Roosevelt Hotel, Los Angeles, Calif. Secretary: Miss Louise Thomas, 333 Santa Ana Ave., Newport Beach, Calif.

• Mar. 21-24. Eastern Business Teachers Association at Bellevue-Stratford Hotel, Philadelphia, Pa. Secretary: Bernard A. Shilt, 722 City Hall, Buffalo, N. Y.

• Mar. 22-24. Georgia Education Association at Atlanta Municipal Auditorium, Atlanta, Ga. Secretary: J. Harold Saxon, 704 Walton Bldg., Atlanta.

• Mar. 26-30. Catholic Library Association at Hotel Sherman, Chicago, Ill. Secretary: Lawrence A. Leavey, Box 25, Kingsbridge Station, New York City.

• Mar. 27-28. American Catholic Philosophical Association at Hotel McAlpin, New York, N. Y. Secretary: Rev. Charles A. Hart, Catholic University, Washington, D. C.

• Mar. 27-30. National Catholic Educational Association at Public Auditorium & Statler Hotel, Cleveland, Ohio. Secretary: Rt. Rev. Msgr. F. G. Hockwalt, 1312 Massachusetts Ave., N.W., Washington, D. C.

• Mar. 27-31. North Central Association of Colleges and Secondary Schools at the Palmer House, Chicago, Ill. Secretary: G. W. Rosenlof, University of Neb., Lincoln, Neb.

• Mar. 28-30. National Society for the Prevention of Blindness, Inc. at Hotel New Yorker, New York City. Secretary: Regina E. Schneider, 1790 Broadway, N. Y. C.

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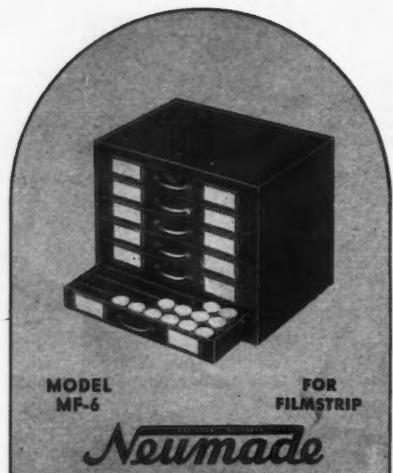
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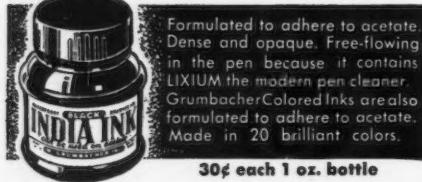
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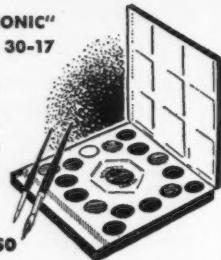


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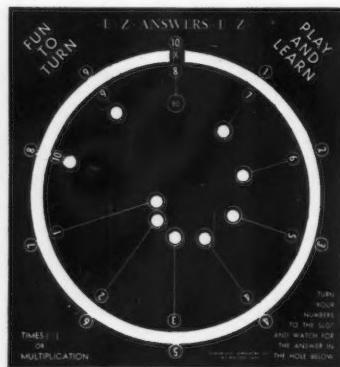
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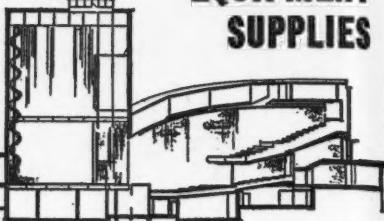
New Coronet Prices

Coronet Films have announced an adjustment on prices of all Coronet Instructional Films. Films produced before January 1, 1946, are reduced to \$40 a reel for black and white prints and \$80 a reel for color prints. All orders dated after November 16, 1950, are to be filled at these prices. A complete list of the films in this group may be obtained from a Coronet Films dealer or from *Coronet Films, Coronet Building, Chicago 1, Ill.*

Effective January 15, 1951, until further notice, the prices of films produced during the past five years have been increased to \$50 a reel for

(Concluded on page 56A)

TPS
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ALTA-CO BUILDS MORE EFFECTIVE TEAMS!

In baseball, track, swimming and any sports competition, HEALTHY teams are WINNING teams. ONE member with painful, distracting Athlete's foot can impair the efficiency of your entire team.

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for the all-important foot tub in your shower rooms. One pound to a gallon of water kills common Athlete's Foot fungi in less than a minute! Non-irritating; harmless to towels. Easily tested for proper strength with Dolge Alta-Co Powder Tester.
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for dusting, gives additional protection against re-infection. Soothes while drying between toes in shoes and socks, this potent but gentle fungicide does its work where Athlete's Foot fungi flourish.
- 3. ALTA-CO 300 H.D. FUNGICIDE**
for your daily, systematic washing of shower room floors. In economical solution (1 to 300), its action is both fungicidal and bactericidal, giving your floors the same hygienic sanitation you demand be taken by each user of your facilities.

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Send us your request for a BOOK FAIR on one of our Book Lists or write for details.

Catholic Book & Supply Co.
South Milwaukee, Wisconsin

New Supplies

(Concluded from page 54A)

prints in black and white and to \$100 for prints in color. All orders postmarked before midnight on January 15, 1951, will be filled at current prices of \$45 a reel (B&W) and \$90 a reel (color).

Singer Zigzag Attachment

The Singer Sewing Machine Company is now marketing a zigzag attachment to be used on the Singer machine. It produces a variety of zigzag stitching, ranging from almost invisible stitches to decorative effects. It can be used for cording, lace insertion, applique work, and applying various trims to dresses and other articles.

Any local Singer Store will demonstrate and explain the attachment.

Photoart Handbook

The Photoart Visual Service, 840-44 N. Plankinton Ave., Milwaukee 3, Wis., has published a handbook and catalog for the use of schools and churches. It contains information about all types of films and film equipment.

New Pick Department

I. S. Anoff, president of Albert Pick Co., Inc., has announced the formation of a new school, college, and university department to be operated by Pick under the direction of John E. Beardmore. Mr. Anoff said that the new department would carry a line of classroom and office furniture, classroom supplies and building maintenance supplies.

Sexauer Catalog

The J. A. Sexauer Mfg. Company, Inc., 2503 Third Ave., New York 51, N. Y., has put out a new 118-page catalog of more than 2500 repair parts and precision tools for the maintenance of all types of plumbing fixtures.

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with school name—reasonable—send for catalog
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Young and old will be delighted and thrilled by this English Talkie Film lasting one and a half hours. The film is ideal for schools, clubs, sodalities, lodges.

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20 All-American Suppliers.....	50A	250 Laidlaw Brothers.....	5A
21 Allied Radio Corp.....	14A	251 Lohmann Company, E. M.	16A
22 American Crayon Company.....	49A	252 Long's College Book Co.	56A
23 American Optical Co.	22A & 35A	253 Loyola University Press.	10A
24 American Seating Company.....	15A	254 Macmillan Co., The.	6A
25 American Structural Products Company.....	41A	255 Mentzer, Bush & Company.	4A
26 Ampco Corporation, The.	24A	256 Merriam Company, G. & C.	12A
27 Art Craft Theatre Equip. Co.	52A	257 Minneapolis-Honeywell Regulator Co.	2nd cover
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29 Bay West Paper Company.....	42A	259 Mitchell Mfg. Co.	48A
210 Beckley-Cardy Company.....	28A	260 Moore Company, E. R.	53A
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THE CATHOLIC SCHOOL JOURNAL
400 North Broadway, Milwaukee 1, Wis.

1951

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3. Contest closes April 22, 1951. Entries must be postmarked before midnight, April 22. All winners will be notified by mail on June 1.
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